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ABSTRACT

This 10-year follow-up three-part evaluation describes how well the City of Buena Vista (Virginia) Public Schools implemented a year-round school program for high school students. The focus of the program was the organization and development of a tuition-free extended-school-year quarter plan that included a voluntary fourth quarter. The evaluation of the year-round program centered on the years 1976-77, 1981-82, and 1985-86. The following objectives were measured: (1) to develop and implement a fourth quarter plan available to all 9th-through-12th-grade students; (2) to use school facilities efficiently; (3) to provide an optional fourth quarter in the summer to enable students to enroll on a voluntary basis for promotion, enrichment, acceleration, and remediation; (4) to furnish a meaningful summer program for students, below the legal age, to work in the local industries; and (5) to determine the success of the year-round school plan based on the attitudes of pupils and teachers as revealed by a questionnaire. Percentages were employed to describe met or unmet objectives. The following evaluation results were consistent after 1-, 5-, and 10-year follow-ups: (1) eventually 54 percent of the regular day students used the year-round plan; (2) school facilities were used effectively; (3) an increase in pupil attendance for the purpose of promotion, enrichment, acceleration, and remediation compared favorably to the traditional semester program; (4) pupil attendance increased during the fourth quarter for students below the legal age to work; and (5) teachers and students approved continuing the fourth-quarter plan. (JAM)

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Ten-Year Follow-up Study of The Development and Implementation of a Quarter Plan to Provide Year-Round Schools in Grades 9 - 12 in the City of Buena Vista

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Year-Round Education: The Development and Implementation of a Quarter Plan to provide Year-Round Schools in Grades 9-12 in the Buena Vista City Public Schools - Ten-Year Follow-up

Bradford, James C., Jr., Buena Vista City School Board

Descriptors - Curriculum Development, Program Description, Scheduling, School Organization, Secondary Education, Summer Program Educational Programs

The program was designed to develop and implement a year-round school program for the high school pupils in the City of Buena Vista, Virginia. The focus of the program was the organization and development of a tuition-free extended school year quarter plan that included a voluntary fourth quarter.

The objectives in 1976, 1981 and 1986 were: (1) to develop and implement a four-quarter plan for the the high school pupils; (2) to increase the room utilization during the fourth quarter for increased efficiency in the usage of the school facilities; (3) to provide an optional fourth quarter (summer) to enable pupils to enroll on a voluntary basis for promotion, enrichment, acceleration, and remediation; (4) to provide a meaningful summer program for students below the legal age to work in the local industries; (5) to determine the success of the year-round school plan based on the attitudes of the pupils and teachers participating in the four-quarter system, as revealed by questionnaire.

In 1976-77, the evaluation of the extended school year four-quarter plan that provided a tuition-free, year-round school plan in the high school grades revealed: (1) an effective quarter plan for 100 percent of the high school pupils that included a voluntary, tuition-free fourth quarter for 27 percent of the regular day pupils; (2) an increase in pupil attendance with the implementation of a voluntary fourth quarter for promotion, enrichment, acceleration, and remediation as compared to a traditional summer program; (3) an increase in pupil attendance during the fourth quarter for students below the legal age to work in the industries; and (4) a majority approval, as revealed by questionnaire, of the pupils and teachers participating in the year-round school program for continuation of the quarter plan.

In 1981-82, the Five-Year Follow-up Study of the extended school year four-quarter plan that provided a tuition-free, year-round school system in the high school grades revealed: (1) the continuation of an effective quarter plan for 100 percent of the high school pupils that included a voluntary, tuition-free fourth quarter for 43 percent of the regular day pupils; (2) an increase in pupil attendance with the implementation of a voluntary fourth quarter for promotion, enrichment, acceleration, and remediation as compared to the traditional semester program; (3) an increase in pupil attendance during the fourth quarter for students below the legal age to work in the local industries; (4) a majority approval, as revealed by questionnaire, of the pupils and teachers participating in the year-round school program for continuation of the quarter plan.

In 1985-86, the evaluation of the Ten-Year Follow-up Study of the extended school year four-quarter plan that provided a tuition-free, year-round school system in the high school grades revealed: (1) the continuation of an effective quarter plan for 100 percent of the high school pupils that included a voluntary, tuition-free fourth quarter for 54 percent of the

regular day pupils; (2) an increase in pupil attendance with the implementation of a voluntary fourth quarter for promotion, enrichment, acceleration, and remediation as compared to the traditional program; (3) an increase in pupil attendance during the fourth quarter for students below the legal age to work in the local industries; (4) a majority approval, as revealed by questionnaire, of the pupils and teachers participating in the year round school program for continuation of the quarter plan.

TABLE OF CONTENTS

ABSTRACT. . . . . (i)

INTRODUCTION AND BACKGROUND INFORMATION CONCERNING THE BUENA VISTA SCHOOL SYSTEM. 1

IDENTIFICATION OF THE NEED FOR QUARTER PLAN TO PROVIDE YEAR-ROUND SCHOOLS IN GRADES 9 - 12 IN THE CITY OF BUENA VISTA. 6

Preliminary Registration - March 1976, 1981, 1986 7
Subject Failures in Buena Vista During 1975-76, 1980-81, 1985-86. . . 8
Grade Failures in Buena Vista During 1975-76, 1980-81, 1985-86 . . . 10
Subject Failures in Buena Vista During a Previous Year (1969). . . . 12
Grade Failures in Buena Vista During a Previous Year (1969). 13
Age/Grade Distribution of Pupils Attending Summer School in 1969 . . 14
Age/Grade Distribution of Pupils Eligible to Attend Summer School During 1975-76, 1980-81, 1985-86. 15

OBJECTIVES IN THE DEVELOPMENT AND IMPLEMENTATION OF QUARTER PLAN 19

DEFINING THE STRATEGY OF THE IMPLEMENTATION OF QUARTER PLAN. 21

THE IMPLEMENTATION OF THE QUARTER PLAN FOR YEAR-ROUND SCHOOLS IN BUENA VISTA 25

EVALUATION OF THE DEVELOPMENT AND IMPLEMENTATION OF QUARTER PLAN TO PROVIDE YEAR-ROUND SCHOOLS IN BUENA VISTA 37

INSTITUTIONALIZATION. 83

PROGRAM CITATIONS AND FURTHER APPLICATION 84

SUGGESTED FOLLOW-UP 86

APPENDIX A: ENROLLMENT FOURTH QUARTER OF 1976, 1981, 1986 87

APPENDIX B: SUBJECT FAILURES 1975-76, 1980-81, 1985-86. 88

APPENDIX C: GRADE FAILURES 1975-76, 1980-81, 1985-86. 91

APPENDIX D: AGE-GRADE DISTRIBUTION OF PUPILS IN GRADES 8-12 IN 1975-76 AND GRADES 9-12 In 1980-81 AND 1985-86 . . . 94

APPENDIX E: TIME CHART 96

APPENDIX F: SCHOOL CALENDAR 1975-76. 97

APPENDIX F1: SCHOOL CALENDAR 1980-81. 98

APPENDIX F2: SCHOOL CALENDAR 1986-87. 99

APPENDIX G: QUARTER PLAN CURRICULUM GUIDE, 1976-77 100

APPENDIX G1: QUARTER PLAN CURRICULUM GUIDE, 1981-82 105

APPENDIX G2: QUARTER PLAN CURRICULUM GUIDE, 1985-86 111

APPENDIX H: SUBJECT REPORT CARD. 115

APPENDIX I: SCHOLASTIC RECORD. 116

APPENDIX J: FACULTY QUESTIONNAIRE ON ATTITUDES TOWARD YEAR-ROUND SCHOOLS, 1977 118

APPENDIX J1: FACULTY QUESTIONNAIRE ON ATTITUDES TOWARD YEAR-ROUND SCHOOLS, 1982 124

APPENDIX J2: FACULTY QUESTIONNAIRE ON ATTITUDES TOWARD YEAR-ROUND SCHOOLS, 1987 129

APPENDIX K: FACULTY QUESTIONNAIRE ON SUMMER PROGRAM, 1976. 133

APPENDIX K1: FACULTY QUESTIONNAIRE ON SUMMER PROGRAM, 1982. 135

APPENDIX K2: FACULTY QUESTIONNAIRE ON SUMMER PROGRAM, 1986. 137

APPENDIX L: SUMMER SCHOOL QUESTIONNAIRE FOR STUDENTS, 1976 139

APPENDIX L1: SUMMER SCHOOL QUESTIONNAIRE FOR STUDENTS, 1981 141

APPENDIX L2: SUMMER SCHOOL QUESTIONNAIRE FOR STUDENTS, 1986 143

APPENDIX M: STUDENT SURVEY ON YEAR-ROUND SCHOOL QUARTER PLAN, 1977 . . 146

APPENDIX M1: STUDENT SURVEY ON YEAR-ROUND SCHOOL QUARTER PLAN, 1981 . . 150

APPENDIX M2: STUDENT SURVEY ON YEAR-ROUND SCHOOL QUARTER PLAN, 1987 . . 154

APPENDIX N: STATE SPONSORED YEAR-ROUND SCHOOL PROGRAM. 158

APPENDIX O: SUMMER SCHOOL REGISTRATION FORM. 160

APPENDIX P: TEACHER APPLICATION. 161

APPENDIX Q: PROGRAM CITATIONS. 165

BIBLIOGRAPHY 169

IDENTIFICATION

Buena Vista, an independent city with a population of 7,000 people is located in the south end of the Shenandoah Valley of Virginia. The city is bordered on the east by the Blue Ridge Mountains and on the west by the Maury River. The Chesapeake and Ohio and the Norfolk and Western railroads have lines running through the city. Interstate Routes 64 and 81 run east and west and north and south respectively only three miles to the west of the city. Route 60 runs through the north end of the city in a north-south direction. The famed Blue Ridge Parkway passes the city at a distance of only four miles at the crest of the Blue Ridge Mountains. The Virginia Military Institute and Washington and Lee University are located six miles from the city and exhibit a national reputation in fields of law and military science. Within the city is located a two-year college for women known as Southern Seminary Junior College and bus transportation is provided to the nearby Dabney S. Lancaster Community College.

The city's economy is supported by ten major industrial firms. These industries have been attracted to the area by the wealth of available manpower and the other resources necessary for industrial development.

In addition, Buena Vista owns and operates a 315-acre park that boasts campsites, picnic shelters, outdoor amphitheater, tennis courts, and an Olympic swimming pool.

The establishment, maintenance, and operation of a system of public schools within the City of Buena Vista is under the control of a school board, appointed by the city council in accordance with the provisions of the city charter, the constitution of Virginia, and the regulations of the state board of education. The Buena Vista School Board exercises all the rights, privileges, powers, and duties granted by the previously named governmental identities.

The first school in the city of Buena Vista was a one-room log cabin built in 1889. This humble dwelling was located on Thirtieth Street within the city limits. In 1890, a two-room frame building was erected on Twenty-third Street. As the school population increased, additional schools were constructed to accommodate the increasing enrollment, which at the present is approximately 1400 pupils.

The City of Buena Vista has four public schools: a high school, a middle school, and two elementary schools. The Buena Vista City School Board authorizes the reorganization of the schools to be effective in the fall of 1976. This reorganization was made possible by the construction of the Kling Elementary School in the north end of the city to serve kindergarten through five for one-half of the elementary population and the conversion of the former elementary school to a middle school for grades six through eight. This change in the vertical organization provided a kindergarten through five school in the north and south ends of the city, a middle school for grades six, seven, and eight in the center of the city, and a high school for grades nine through twelve in the center of the city, effective in the fall of 1976. The school board has formulated plans to open a new middle school (6-8) in 1992-93.

The Parry McCluer High School had a projected enrollment of 450 pupils in grades nine through twelve when the middle school organization was approved by the school board on December 15, 1975. All the schools in the City of Buena Vista have been accredited by the Virginia State Department of Education and the Southern Association of Colleges and Schools.

The high school offers a balanced program of academic offerings, excellent band, athletic opportunities, adult classes, and pupils attend a nearby regional vocational school. In addition to the regular curriculum, the

system provides pupils in the city with opportunities for advanced study in the programs for accelerated study at the local colleges and an honors program within the system for qualified juniors and seniors. College-level courses are available to qualified high school students through the community college and Southern Seminary Junior College for girls.

The statistical data concerning the Buena Vista City Public Schools is listed for the years 1975-76, 1980-81, and 1985-86:

		1975-76	1980-81	1985-86
1.	Number of children, ages 5-19	1683	1,603	1479
2.	Enrollment in high school grades 8-12	580	506	541
3.	Enrollment in elementary grades K-7	996	913	829
4.	Average daily membership	1502	1419	1370
5.	Cost per pupil in ADM	$909	$1,674	$2,722
	State average	$1,203	$2,110	$3,429
6.	Pupil-teacher ratio in high school, 8-12	16.11	13.7	13.7
	Pupil-teacher ratio in elementary, K-7	21.19	18.3	16.1
	State average in high school	17.70	14.5	13.6
	State average in elementary	21.18	17.2	16.6
7.	Average teacher salary	$9,903	$13,737	$20,623
	State average	$11,302	$15,553	$23,103
8.	Number of high school graduates	100	92	104
9.	Percent of dropouts	3.4	3.4	3.9
	State average	4.8	5.3	4.4
10.	Percent of graduates attending college	31.0	56.6	56.7
	State average	49.9	52.8	57.5
11.	Percent of high school graduates continuing education in other than college	22.0	3.3	3.8
	State average	8.6	7.7	7.7

During the five-year period before 1975-76, the School Board for the City of Buena Vista received numerous requests from the parents and pupils of the school division to implement a year-round school program to provide enrichment, acceleration, and remediation for the pupils in the City of Buena

Vista. These requests provided an opportunity for the superintendent to study and to recommend conversion of the secondary school (Parry McCluer High School) to a year-round program. The school board recognized the need for a year-round program. The Department of Labor regulations (State law 40.1-80) prohibit students from working in the local plants before attaining the age of eighteen. The strongest factor involved in the rationale for change to a year-round school was the school board's awareness of a responsibility for achieving the "Standards of Quality for the public schools in Virginia" as approved by the Virginia State Board of Education on August 7, 1971. The superintendent and staff philosophically agreed with the Standards of Quality as published and as revised by the Virginia General Assembly in 1975. The teachers and administration agreed that the local educational programs and the semester system in the high school curriculum needed revision.

The dropout rate at Parry McCluer was 4.9 percent in 1974-75. This fact revealed a dropout rate in Buena Vista slightly above the state average of 4.7 percent, but the aspirations of the superintendent and staff were for a lower rate in the system.

Considering the above factors, the administration and staff were of the opinion that the two-semester system could be altered to meet more effectively the needs of the pupils in Buena Vista. Also, the patrons and pupils expressed a strong desire for a year-round school system.

Many year-round systems of operation were considered for the pupils in an industrial city. Research revealed that the operative, year-round programs provided a vehicle for attainment of the educational goals of the local school division. The year-round programs reviewed intensively by the superintendent and staff were: the Forty-Five Fifteen Plan, the Atlanta Plan, and the Continuous Progress Plan. After much study and evaluation, the superintendent

was of the opinion that a quarter system with a voluntary, tuition-free summer quarter would meet the needs of the secondary pupils in Buena Vista. This system would provide the pupils with the requested programs of enrichment, remediation, and acceleration.

The strategy in 1975-76 was to devise and implement a year-round program of education for the secondary pupils in grades eight through twelve. This program was named the quarter system. Further, the needs assessment was fulfilled by securing a majority approval of the high school faculty, the high school students, public hearings from the citizenry, Buena Vista City School Board, and the Virginia State Department of Education.

NEEDS ASSESSMENT

The needs assessment, by survey to the principals in March 1976, revealed that 130 of the 580 pupils in grades eight through twelve in Buena Vista tentatively planned to attend the fourth quarter (summer) in 1976.

The needs assessment, by survey of the principals in March 1981, revealed that 204 of the 439 pupils in grades nine through twelve in Buena Vista tentatively planned to attend the fourth quarter (summer) in 1981.

The needs assessment, by survey of the principals in March 1986, revealed that 267 of the 431 pupils in grades nine through twelve in Buena Vista tentatively planned to attend the fourth quarter (summer) in 1986.

The 130 pupils in 1976, the 204 pupils in 1981, and the 267 pupils in 1986 planning to attend the voluntary fourth quarter reported the following objectives for attending the summer program in 1976, 1981 and 1986. (See Table 1)

	1976	1981	1986
Promotion	39 pupils	28 pupils	36 pupils
Remediation	34 pupils	86 pupils	125 pupils
Acceleration	7 pupils	68 pupils	89 pupils
Enrichment	50 pupils	22 pupils	17 pupils
Total-planning to attend fourth quarter (summer)	130 pupils	204 pupils	267 pupils

In 1976, the enrollment figures for the fourth quarter represented 23 percent of 130 pupils of the 580 pupils in grades eight through twelve, in 1981, the enrollment figures for the fourth quarter represented 47 percent or 204 pupils of the 439 pupils in grades nine through twelve, and in 1986, the enrollment figures for the fourth quarter represented 62 percent or 267 pupils of the 431 pupils in grades nine through twelve.

Note: The high school was converted to Grades 9-12 in the fall of 1976 to implement a 6-8 system-wide middle school program. Eighth graders (incoming ninth graders) may enroll in the high school summer program.

TABLE 1

SUMMER QUARTER

NEEDS ASSESSMENT

PRELIMINARY REGISTRATION - MARCH OF 1976, 1981 and 1986

Grade	Student Retentions			Preliminary Enrollment			Promotion			Attend for Remediation			Acceleration			Enrichment		
	1976	1981	1986	1976	1981	1986	1976	1981	1986	1976	1981	1986	1976	1981	1986	1976	1981	1986
8	12	11	14	29	28	31	10	0	0	4	3	0	0	15	26	15	10	1
9	7	16	41	31	80	103	12	15	18	1	25	50	2	32	29	16	8	6
10	3	2	11	35	40	61	8	4	4	16	26	39	1	6	6	10	4	5
11	6	0	0	30	47	58	6	0	1	13	32	26	4	15	24	7	0	5
12	2	11	11	5	9	14	3	9	13	0	0	10	0	0	1	2	0	0
TOTAL	30	40	77	130	204	267	39	28	36	34	86	125	7	68	89	50	22	17

Note: Eighth graders (incoming ninth graders) may enroll in the high school summer school program.

As Table 2 shows, during the 1975-76, 1980-81, and 1985-86 sessions the pupils failed 195, 422 and 320 subjects respectively and needed instruction beyond the regular 180-day session.

Table 2

SUBJECT FAILURES IN THE BUENA VISTA CITY PUBLIC SCHOOLS
DURING THE REGULAR 1975-76, 1980-81, and 1985-86 SESSIONS

Grade	Subject Failures															Subject Failures Planning to Attend Summer School		
	Math			Science			Social Studies			English			Other					
	1975-1976	1980-1981	1985-1986	1975-1976	1980-1981	1985-1986	1975-1976	1980-1981	1985-1986	1975-1976	1980-1981	1985-1986	1975-1976	1980-1981	1985-1986	1976	1981	1986
																Term	Quarter	Quarter
8	7	0	0	18	0	0	3	0	0	8	0	0	10	0	0	17	0	0
9	13	51	45	4	56	38	9	33	19	4	42	26	10	19	40	9	201	47
10	13	30	33	0	0	6	4	3	8	7	18	13	22	31	4	17	82	24
11	21	36	17	9	10	7	4	16	20	7	29	16	8	13	10	18	104	15
12	9	0	2	0	0	0	0	24	11	1	11	5	4	0	0	0	35	13
	63	117	97	31	66	51	20	76	58	27	100	60	54	63	54	61	332	99

Total 1975-76 Term Subject Failures 195 Total 8-12 Enrollment 580

Total 1980-81 Quarter Subject Failures 422 Total 9-12 Enrollment 439

Total 1985-86 Quarter Subject Failures 320 Total 9-12 Enrollment 431

Note: Sixty-three of the 195 term subject failures in grades eight through twelve were in math during 1975-76, but the pupils were not retained in a grade.

One hundred seventeen of 422 quarter subject failures in grades nine through twelve were in math in 1980-81, but the pupils were not retained in a grade.

Ninety-seven of the 320 quarter subject failures in grades nine through twelve were in math in 1985-86, but the pupils were not retained in a grade.

Thirty-one of the 195 term subject failures in grades eight through twelve were in science during 1975-76, but the pupils were not retained in a grade.

Sixty-six of the 422 quarter subject failures in grades nine through twelve were in science during 1980-81, but the pupils were not retained in a grade.

Fifty-one of the 320 quarter subject failures in grades nine through twelve were in science during 1985-86, but the pupils were not retained in a grade.

Twenty of the 195 term subject failures in grades eight through twelve were in social studies during 1975-76, but the pupils were not retained in a grade.

Seventy-six of the 422 quarter subject failures in grades nine through twelve were in social studies during 1980-81, but the pupils were not retained in a grade.

Fifty-eight of the 320 quarter subject failures in grades nine through twelve were in social studies during 1985-86, but the pupils were not retained in a grade.

Twenty-seven of the 195 term subject failures in grades eight through twelve were in English during 1975-76, but the pupils were not retained in a grade.

One hundred of the 422 quarter subject failures in grades nine through twelve were in English during 1980-81, but the pupils were not retained in a grade.

Sixty of the 320 quarter subject failures in grades nine through twelve were in English during 1985-86, but the pupils were not retained in a grade.

Fifty-four of the 195 term subject failures in grades nine through twelve were in subjects other than math, science, social studies, and English during 1975-76, but the pupils were not retained in a grade.

Sixty-three of the 422 quarter subject failures in grades nine through twelve were in subjects other than math, science, social studies, and English during 1980-81, but the pupils were not retained in a grade.

Fifty-four of the 320 quarter subject failures in grades nine through twelve were in subjects other than math, science, social studies, and English during 1985-86, but the pupils were not retained in a grade.

One term subject failure equals three quarter subject failures.

The 422 quarter subject failures in 1980-81 in grades nine through twelve were the equivalent to 140 term subject failures in 1975-76.

The 320 quarter subject failures in 1985-86 in grades nine through twelve were the equivalent to 107 term subject failures in 1985-86.

Subject failures in the eighth grade repeat the entire grade in the middle school concept.

TABLE 3

GRADE FAILURES IN THE BUENA VISTA CITY PUBLIC SCHOOLS
DURING THE REGULAR 1975-76, 1980-81, and 1985-86 SESSIONS

Subject Failures of Pupils Failing the Grade

Grade	Grade Failures			Math			Science			Social Studies			English			Other			Plan to Attend Summer School		
	75-76	80-81	85-86	75-76	80-81	85-86	75-76	80-81	85-86	75-76	80-81	85-86	75-76	80-81	85-86	75-76	80-81	85-86	75-76	80-81	85-86
8	6	0	0	6	0	0	6	0	0	2	0	0	2	0	0	6	0	0	10	0	0
9	4	16	41	3	10	30	2	15	27	2	2	13	3	11	20	5	0	33	12	15	18
10	3	2	11	1	0	3	0	0	2	2	1	0	3	2	3	2	1	1	8	4	4
11	2	0	0	1	0	0	0	0	0	1	0	0	2	0	0	2	0	0	6	0	1
12	4	11	11	2	0	3	0	0	0	3	10	12	1	1	6	1	0	0	3	9	13
Total	19	29	63	13	10	36	8	15	29	10	13	25	11	14	29	16	1	34	39	28	36

Total 1975-76 Enrollment in 8-12 - 540 pupils, Semester System
Total 1980-81 Enrollment in 9-12 - 439 pupils, Quarter System
Total 1985-86 Enrollment in 9-12 - 431 pupils, Quarter System

Note:

The Buena Vista School System had nineteen of the 540 pupils retained in grades eight through twelve during the 1975-76 session (excludes subject failures); twenty-nine of the 439 pupils in grades nine through twelve were retained in 1980-81 (excludes subject failures); and sixty-three of the 431 pupils in grades nine through twelve were retained in 1985-86 (excludes subject failures).

Thirteen of the nineteen pupils who failed in grade failed the subject math in the regular session during 1975-76, ten of the twenty-nine pupils who failed a grade failed a quarter subject in math during the 1980-81 session, and thirty-six of the sixty-three pupils who failed a grade failed a quarter subject in math during the 1985-86 session.

Eight of the nineteen pupils who failed a grade failed the subject science during the 1975-76 session, fifteen of the twenty-nine pupils who failed the quarter subject science during the 1980-81 session, and twenty-nine of the sixty-three pupils who failed the quarter subject science during the 1985-86 session.

Ten of the nineteen pupils who failed a grade failed the subject social studies during the 1975-76 session, thirteen of the twenty-nine pupils who failed a grade failed the quarter subject social studies in 1980-81, and twenty-five of the sixty-three pupils who failed a grade failed the subject social studies in 1985-86.

Eleven of the nineteen pupils who failed a grade failed the subject English during 1975-76, fourteen of the twenty-nine pupils who failed a grade failed the quarter subject English during 1980-81, and twenty-nine of the sixty-three pupils who failed a grade failed the quarter subject English during 1985-86.

Sixteen of the nineteen pupils who failed a grade failed subjects other than math, science, social studies and English during 1975-76, and one of the twenty-nine pupils who failed a grade failed the subjects other than math, science, social studies, and English during 1980-81, and thirty-four of the sixty-three pupils who failed a grade failed subjects other than math, science, social studies, and English during 1985-86.

Ten of the pupils, twenty-eight of the pupils and fifty three of the pupils who failed a grade during the regular session of 1975-76, 1980-81, and 1985-86 respectively planned to attend summer school (fourth quarter) for promotion.

Eleven pupils in the eighth grade failed to be promoted in 1980-81, fourteen pupils in the eighth grade failed to be promoted in 1985-86. The high school was converted to grades nine through twelve in the fall of 1976 to implement a six through eight systemwide middle school program. Middle school grade failures must repeat the entire eighth grade in middle school concept.

TABLE 4

TABLE OF A PREVIOUS YEAR (1969) OF THE 550 PUPILS IN GRADES 8-12 WHO FAILED A SUBJECT WHEN THE TREATMENT (4th QUARTER) WAS NOT AVAILABLE

Grade	Math	Sci.	Soc. Stud.	Eng.	Other	Attending Summer School	Passing Summer School
8	0	0	4	1	7	0	0
9	1	6	0	1	0	2	2
10	2	1	0	1	1	2	2
11	2	4	0	4	4	4	4
12	5	6	2	1	6	2	2
Total	10	17	6	8	18	10	10

Total Subject Failures 59 Enrollment 550

Note:

The Buena Vista School System had fifty-nine subject failures of 550 pupils in grades eight through twelve in a previous year when the treatment was not available.

Ten of the fifty-nine pupils failed math in grades eight through twelve but were not retained in a grade when the treatment was not available.

Seventeen of the fifty-nine pupils failed science in grades eight through twelve but were not retained in a grade when the treatment was not available.

Six of the fifty-nine pupils failed social studies in grades eight through twelve but were not retained in a grade when the treatment was not available.

Eight of the fifty-nine pupils failed English in grades eight through twelve but were not retained in a grade when the treatment was not available.

Eighteen of the fifty-nine pupils failed subjects other than math, science, social studies, and English but were not retained in a grade when the treatment was not available.

Ten of the fifty-nine pupils in grades eight through twelve who failed a subject attended traditional summer school when the treatment was not available.

Ten of the ten pupils in grades eight through twelve who attended the tuition summer school when the treatment (4th quarter) was not available, passed the repeated subject.

TABLE 5

TABLE OF A PREVIOUS YEAR (1969 OF THE 550 PUPILS IN GRADES 8-12 WHO FAILED A GRADE WHEN THE TREATMENT (4th QUARTER) WAS NOT AVAILABLE

		Subject Failures of Grade Failures						
Grade	Grade Failures	Math	Sci.	Soc.Stud.	Eng.	Other	No. in. Summer School	No. Passing Summer School
8	6	1	6	1	4	3	1	1
9	2	1	1	1	0	1	2	2
10	9	2	4	0	2	3	3	3
11	4	1	2	1	0	0	0	0
12	1	0	1	0	1	0	0	0
Total	22	5	14	3	7	7	6	6

Total Enrollment 550

Note:

The Buena Vista School System had twenty-two grade failures of 550 pupils in grades eight through twelve in a previous year when the treatment (4th quarter) was not available.

Five of the twenty-two pupils in grades eight through twelve failed math and were retained in the grade in a previous year when the treatment (4th quarter) was not available.

Fourteen of the twenty-two pupils in grades eight through twelve failed science and were retained in the grade in a previous year when the treatment (4th quarter) was not available.

Three of the twenty-two pupils in grades eight through twelve failed social studies and were retained in the grade in a previous year when the treatment (4th quarter) was not available.

Seven of the twenty-two pupils in grades eight through twelve failed English and were retained in the grade in a previous year when the treatment (4th quarter) was not available.

Seven of the twenty-two pupils in grades eight through twelve failed subjects other than math, science, social studies, and English and were retained in a grade in a previous year when the treatment (4th quarter) was not available.

Six of the twenty-two pupils in grades eight through twelve who failed in a grade attended the traditional summer school when the treatment (4th quarter) was not available.

Six of the six pupils in grades eight through twelve who failed a grade passed the traditional summer school when the treatment (4th quarter) was not available.

TABLE 6

AGE-GRADE DISTRIBUTION
OF PUPILS IN GRADES 8-12 IN BUENA VISTA
ELIGIBLE AND ATTENDING SUMMER SCHOOL DURING THE 1969 SESSION

Grade	Age Distribution								Total	Summer School Enrollment	
	13	14	15	16	17	18	19	20			
8	78	32	12	1	9				132	Age	Number
9	3	80	14	8	4				109	15	2
10	2	4	71	24	7	1	1		111	16	5
11			5	64	26	10	2		107	17	2
12				2	67	16	3	3	91	18	7
Total	83	116	102	99	113	27	6	4	550		16

Total under eighteen years of age - 513

Note:

Thirty-seven of the 55 pupils in grades eight through twelve in Buena Vista during 1969 were at least eighteen years of age and eligible to work in the local industrial plants.

Of the 550 pupils in grades eight through twelve in Buena Vista during 1969, 513 were under eighteen years of age and ineligible to work in the industrial plants as prohibited by State Law 40.1-8.

Nine of the sixteen pupils enrolled in summer school during 1969 were under eighteen years of age and ineligible to work in the industrial plants as prohibited by State Law 40.1-8.

TABLE 7

AGE-GRADE DISTRIBUTION OF PUPILS IN GRADES 8-12 IN BUENA VISTA ELIGIBLE TO ATTEND SUMMER SCHOOL DURING THE 1975-76 SESSION, AND IN GRADES 9-12, DURING THE 1980-81 AND 1985-86 SESSIONS

Grade	Age Distribution																								Total		
	75-76	80-81	85-86	75-76	80-81	85-86	75-76	80-81	85-86	75-76	80-81	85-86	75-76	80-81	85-86	75-76	80-81	85-86	75-76	80-81	85-86	75-76	80-81	85-86	75-76	80-81	85-86
	13			14			15			16			17			18			19			20					
8	87			20		15																			122	-	
9	2			78	61	73	26	46	21	4	12	10	1	3	1										111	122	103
10				3	54		95	36	72	29	4	22	3	1	5	2		1							132	95	96
11							4	1		89	65	69	15	36	30	1	3	4							109	105	98
12										6	1		74	60	64	15	35	42	5	2	8				100	98	103
Total	89			101	115	73	140	83	93	128	82	101	93	100	100	18	38	47	5	2	8				574	420	400

Total pupils under eighteen years of age in grades eight through twelve during 1975-76 - 551
Total pupils under eighteen years of age in grades nine through twelve during 1980-81 - 380
Total pupils under eighteen years of age in grades nine through twelve during 1985-86 - 345

Note:

Twenty-three of the 574 pupils in grades eight through twelve in Buena Vista during the 1975-76 session were at least eighteen years of age and eligible to work in the local industrial plants.

Forty of the 420 pupils in grades nine through twelve in Buena Vista during the 1980-81 session were at least eighteen years of age and eligible to work in the local industrial plants.

Fifty-five of the 400 pupils in grades nine through twelve in Buena Vista during the 1985-86 session were at least eighteen years of age and eligible to work in the local industrial plants.

Of the 574 pupils in grades eight through twelve in Buena Vista during the 1975-76 sesson, 551 were under eighteen years of age and ineligible to work in the industrial plants in Buena Vista as prohibited by State Law 40.1-8.

Of the 420 pupils in grades nine through twelve in Buena Vista during the 1980-81 session, 380 were under eighteen years of age and ineligible to work in the industrial plants in Buena Vista as prohibited by State Law 40.1-8.

Of the 400 pupils in grades nine through twelve in Buena Vista during the 1985-86 session, 345 were under eighteen years of age and ineligible to work in the industrial plants in Buena Vista as prohibited by State Law 40.1-8.

One hundred percent of the eighth graders were under eighteen years of age in 1980-81 and 1985-86.

The preliminary enrollment projections for the voluntary tuition-free program in 1976, 1981 and 1986 were based on the spring registration of 130 pupils, 204 pupils and 267 pupils, respectively. The 1976 needs assessment revealed that thirty-nine pupils planned to enroll for promotion, thirty-four pupils for remediation, seven pupils for acceleration, and fifty pupils for enrichment. In 1981, twenty-eight pupils planned to enroll for promotion, eighty-six pupils for remediation, sixty-eight pupils for acceleration, and twenty-two pupils for enrichment. In 1986, thirty-six pupils planned to enroll for promotion, one hundred twenty-five for remediation, eighty-nine for acceleration and seventeen for enrichment. The data concerning the 1975-76 regular school revealed that sixty-one of the 195 subject failures planned to attend the summer quarter; the 1981 survey revealed 332 of the 422 quarter subject failures planned to attend the summer quarter and the 1986 survey revealed ninety-nine of 320 quarter subject failures planned to attend the summer quarter. In 1976 ten of nineteen grade failures planned to attend the summer quarter as compared to twenty-eight of the twenty-nine grade failures in 1981 and fifty-three in 1986. Further information revealed that of the 574 in high school, 551 were under eighteen years of age and ineligible to work in the plants in 1976 in Buena Vista as prohibited by State Law 40.1-8. In 1981, the data revealed that 380 of the 420 enrolled high school students were ineligible to work in the industrial plants. In 1986, the data revealed that 345 of the 400 enrolled high school students were ineligible to work in the industrial plants. The preliminary enrollment figures for the summer of 1976 represented 23 percent or 130 of the 574 pupils enrolled in grades eight through twelve, the preliminary student enrollment figure for the summer of 1981 represented 47 percent or 204 of the 439 pupils enrolled in grades nine through twelve and the preliminary enrollment figures for the summer of 1986 represented 62 percent or 267 of the 437 pupils enrolled in grades eight

through twelve in the Buena Vista City Public Schools at Parry McCluer High School.

The Buena Vista City School Board approved, on recommendation of the administration, faculty, and students, the following recommendation to implement a four-quarter program of instruction in grades nine through twelve:

> "While the school board is not approving a mandatory, twelve-month, school plan and no child will be required to attend a summer school under the compulsory attendance law, the school board approves the division of the regular session into three parts and the change in curriculum to allow one-third credit for each completed quarter. It also approves the expansion of the elective courses in the summer and regular session and directs the administration to apply for approval from the State Board of Education of one-third course credit."

The school board by the above resolution established and directed the superintendent of schools to implement a year-round program of education that included a public, tuition-free, voluntary, twelve-month school system for all the pupils in Buena Vista, namely, the quarter system.

OBJECTIVES

The primary objective of the program was the development and implementation of a year-round system of education in the Buena Vista City Public Schools, namely, Parry McCluer High School. In 1976, the program was to be implemented for the 580 pupils in grades eight through twelve during the period June 15, 1976, to June 15, 1977. The program, if it was received favorably, would be continuous during the ensuing years. The administration determined that a ten-year follow-up study would be made during the period, June 15, 1986 to June 15, 1987, utilizing the program objectives of 1976 and 1981, in 1986 as the basis for the continuous implementation of the year-round program in grades nine through twelve in the Parry McCluer High School.

The program included a voluntary, tuition-free, fourth quarter that permitted pupils to attend school twelve months of the year.

The four-quarter plan (Atlanta) established the following objectives for the Buena Vista Public Schools:

1. That 25 percent of the 580, 439 and 431 pupils in grades eight/nine through twelve would enroll in the tuition-free, voluntary program during the summer of 1976, 1981 and 1986 respectively

2. That during the fourth quarter (summer) of 1976, 1981 and 1986 of the newly-developed and implemented four-quarter system, the room utilization would be increased to 50 percent of the twenty-seven available classrooms in Parry McCluer High School as compared to a previous year when only the traditional summer school program was available

3. That thirty-nine pupils would attend in 1976, twenty-eight pupils would attend in 1981, and thirty-six pupils would attend in 1986, and 90 percent would be promoted to the next higher grade as the result of attending the fourth quarter during 1976, 1981 and 1986 respectively, as compared to previous years when only the traditional summer school program was available

4. That fifty pupils, twenty-two pupils, and seventeen pupils would attend the fourth quarter during the summer of 1976, 1981 and 1986 respectively, for enrichment as compared to a previous year when only the traditional summer school program was available

5. That seven pupils, sixty-eight pupils, and eighty-nine pupils would attend the fourth quarter during the summer of 1976, 1981 and 1986 respectively, for acceleration as compared to a previous year when only the traditional summer school program was available

6. That thirty-four pupils, eighty-six pupils, and one hundred twenty-five pupils, would attend the fourth quarter during the summer of 1976, 1981 and 1986 respectively, for remediation as compared to a previous year when only the traditional summer school program was available

7. That during the period June 15, 1976 to June 15, 1977, June 15, 1981 to June 15, 1982, and during the period June 15, 1986 to June 15, 1987, of the newly-developed and implemented four-quarter system, 90 percent of the regular-school faculty members would indicate acceptance of and a positive attitude toward the new system, as evidenced by the response to a survey instrument

8. That during the period June 15, 1976 to June 15, 1977, June 15, 1980 to June 15, 1981, and during the period June 15, 1986 to June 15, 1987, of the newly-developed and implemented four-quarter system, 90 percent of the regular day pupils and 95 percent of the summer school pupils would indicate acceptance of and a positive attitude toward the new system, as evidenced by response to a survey instrument

9. That during the fourth quarter (summer) in 1976, 1981 and 1986 the newly-developed and implemented four-quarter system, the enrollment of the pupils under eighteen years of age would be 20 percent of the 551 pupils, 380 pupils and 345 pupils, respectively, as compared to a previous year when only the traditional summer school program was available.

10. That by June 15, 1976, 1981 and 1986 of the newly-developed and fully-operational fourth quarter, the program will be made fully acceptable for the enrollment of the 580 pupils, 439 pupils, and 431 pupils respectively, in grades eight/nine through twelve

STRATEGY

In planning the development of a year-round program in the City of Buena Vista, it was conceived that the superintendent would provide the community and school system an opportunity to have direct access to the planning, development, and implementation.

The patrons of the community would be given an opportunity to question the school administration during the planning, development, and implementation of the program. This opportunity would be afforded the patrons during school board meetings, faculty meetings, student forums, and individual conferences. These sessions would establish the communications necessary for the development and implementation of an efficient and effective year-round system of education in Buena Vista.

In the planning process, it was anticipated that the patrons would express concerns and ask questions of the administration. Some of these anticipated questions were:

1. What twelve-month school plans would be considered by the Buena Vista system? It was anticipated that the following year-round plans would be considered:

   A. Continuous Progress Plan - provides for a 220-day, school year with pupils having a very limited summer vacation

   B. Valley View Plan (45-15) - provides for a year-round program with the pupils attending forty-five days followed by a fifteen-day vacation. The school year consists of 180 teaching days for pupils.
   Note: This plan has been discontinued in Lockport, Illinois; however,the National Council for Year-Round Schools reported that 355 elementary schools enrolled 276,277 pupils in year-round programs in 1985-86.

   C. Atlanta Plan (four-quarters) - provides a year-round program with pupils attending three of the four quarters. The school year consists of 180 teaching days for pupils.
   Note: This plan has been discontinued in Fulton County, Georgia, however the National Council for Year-Round Schools reported 59 middle, junior and

senior high schools enrolled 78,337 pupils in year-round programs in 1985-86.

D. The Quinmest Plan - consists of five, forty-five units. Four units compose the regular, 180-day school year for pupils with a fifth, forty-five unit in the summer.

2. Would the approved, four-quarter plan include an optional fourth quarter (summer)? It was anticipated that the fourth quarter would be voluntary.

3. What would be the estimated, per-pupil, operational cost of the tuition-free, fourth quarter? It was anticipated that the estimated, per-pupil, operational cost of the tuition-free, fourth quarter would be one hundred dollars in 1986.

4. What state funds would be available for implementation of the fourth quarter? It was anticipated that twenty-five dollars per pupil would be available for the fourth quarter operational cost from regular state funds, excluding an application for state pilot funds in the amount of twenty thousand dollars for curriculum revision.
Note: The State of Virginia discontinued this reimbursement in June, 1986.

5. Which quarter would pupil attendance be required by the school board? It was anticipated that the pupils would be required to attend the fall, winter, and spring quarters with an optional fourth quarter (summer).

6. How often would student exams be scheduled? It was conceived that student exams would be administered at the end of each quarter with successful completion by a pupil granting one-third credit for each subject.

7. How would courses be repeated by pupils who fail? It was planned that the student would repeat only the quarter failed. Each quarter would be independent for grading purposes.

8. What would be the greatest opposition expressed by the students and parents concerning the four-quarter plan? It was anticipated that the pupils and parents mandate that the school board would legislate provisions to prevent a mandatory, fourth-quarter program.

9. What would be the most favorable opinions expressed by the students and parents for implementation of a four quarter system? It was planned that the majority of the students and parents would applaud the practice of having to repeat subjects by quarters rather than by the semester. Examinations would require the inclusion of less subject matter as compared to the semester plan.

10. What would be the most favorable public opinion or reaction about the plan for a year-round educational program? It was anticipated that the public would laud the increased usage of school facilities.

11. What would be the most unfavorable opinion expressed by the public? It was anticipated that the public would express a concern about the possibility of mandatory, year-round schooling.

12. Why would the Valley View (45-15) plan be rejected? It was anticipated that the Valley View (45-15) plan would be rejected by the public because it was a mandatory year-round school program with a limited summer vacation.

13. What would be the official policy concerning adults attending the fourth quarter (summer)? It was planned that the present policy of permitting adult attendance on a tuition basis, pending available classroom space, would remain in effect.

Following the open sessions, it was conceived that the information obtained from the faculty, students, and citizens would be reviewed and evaluated. The next planning would consist of the review by the local school board.

The proposed plan of action would be for the faculty and administration to organize, to develop, and to implement an efficient and effective "year-round" program of education for the secondary pupils. The program would be developed around the suggestions received from all parties who reviewed the proposal. It was anticipated that the program would be the four-quarter plan with a voluntary summer quarter.

The following sequence would be followed in securing approval of the quarter system: (1) approval of Parry McCluer High School faculty; (2) approval of Parry McCluer student body; (3) approval as revealed by public consensus; (4) approval of Buena Vista School Board; and (5) approval of the Virginia State Board of Education to modify the semester system to a quarter system.

It was anticipated that the proposed quarter system would be implemented in the Parry McCluer High School and would be designed to prohibit a mandated

summer program. It was anticipated that the quarter system in the secondary school would provide for voluntary participation by pupils in the fourth quarter (summer). The program would be modeled after the Atlanta Plan, which provides the pupils with an opportunity to enroll in courses for enrichment, acceleration, and remediation. This plan divides the regular school year of 180 days into three equal quarters of sixty days plus the addition of a voluntary summer program. It was anticipated that the quarter-plan program would increase summer enrollment and expand the educational opportunities for pupils in the secondary system.

The addition of the summer quarter would provide the secondary pupils with an opportunity to enroll on a voluntary basis in courses for enrichment, acceleration, and remediation. Each course would be approved by the state board of education. Another purpose of the program would be to promote the maximum utilization of the school facilities.

PROGRAM IMPLEMENTATION

The superintendent of the Buena Vista Public Schools did provide the community and the school system opportunities for access to direct input in the planning, development, and implementation of a year-round school system for the secondary pupils. These opportunities were afforded the patrons during school board meetings, faculty meetings, student forums, and individual conferences. These meetings established the communication necessary for the development and implementation of an efficient and effective, year-round system of education.

As was anticipated, the patrons and school personnel did raise certain questions concerning the development and implementation of a year-round system of education.

Community and School Reaction

The community and school personnel questioned the twelve-month school plans that were considered by the school officials. The first plan considered was the continuous-progress plan that provided for a 220-day school year with pupils attending school throughout the fiscal year except for limited summer vacations. This plan was rejected by the entire community including patrons, teachers, and pupils. These groups objected to the school program's interference with the present life styles and family patterns of the local community. Further opposition was expressed of the mandatory requirement to attend school during the summer. The school board and taxpayers objected to the increased cost of placing all the teachers on a twelve-month contract over the present ten-month contract. Further, many parents and teachers were of the opinion that all the pupils did not need a mandatory, year-round school program to accomplish the expected, learner gains. The community and school personnel rejected this plan for year-round education in Buena Vista.

The second plan considered was the Valley View plan of year-round

education that provided pupils with a 180-day school year. The pupils attend school for forty-five days followed by a fifteen-day vacation. The system provides for operation for the schools for 225 days each year. The program provides for 25 percent of the school population being on vacation at all times. Every fifteenth day each classroom would drop 25 percent of its pupils population and the 25 percent of the pupils on vacation would return to the classroom. The patrons opposed this concept based on the elimination of the extended summer vacation. The faculty was opposed to year-round contracts because teacher-certification procedures require summer-school attendance once every five years for renewal of teaching certificates. The faculty opposed the disruptive concept of 25 percent of their enrollment being absent from the classroom at all times with students requiring differentiated lesson plans. The school board opposed the increased cost of changing the teacher contract from ten to twelve months. The schools that had successfully utilized this year-round system have been in the districts that were operating on double and triple shifts for pupils as a result of limited classroom space. Because of a stable enrollment in Buena Vista, the classroom space was adequate to house the pupil population.

The third plan considered was the Quinmest Plan that consists of five, forty-five day units in a fiscal year. Four units compose the regular 180-day school year, with a fifth, forty-five day unit in the summer. This plan met with the favor of the patrons, pupils, and teachers. The teachers expressed concern that forty-five day units were extremely short for completing a unit of work. The examinations and grade schedules would require excessive paper work for the teachers. The program did provide for a voluntary summer program that was well received by the pupils and teachers.

The final plan considered was the four-quarter or Atlanta Plan that

provided a school year consisting of 180 days that could be designed with a voluntary fourth quarter. The optional or voluntary summer quarter provides the pupils with opportunities for enrichment, acceleration, and remediation. The system provides for the utilization of the school facilities on a twelve-month basis, which meets with community approval. Further, the quarter system provided a meaningful summer program for pupils who would be below the legal age to work in the local industries. The teachers approved the sixty units of work as being acceptable units of classwork with grading periods of six weeks each. The parents were familiar with the six weeks grading periods and applauded the idea. The teachers would work in the summer program on a voluntary basis and employment would be based on pupil enrollment. The school board was receptive to the voluntary concept for both teachers and pupils. This plan met with the majority approval for implementation as was evidenced in the discussions in the public forums. This system provided the pupils with the educational opportunities for enrichment, acceleration, and remediation on a voluntary basis during the summer program.

The administrative analysis of the concerns expressed by the patrons of the estimated cost for the fourth quarter revealed an estimated cost of one-hundred dollars per pupil. Until 1986 the state provided reimbursement to the school district in the amount of twenty-five dollars per pupil enrolled in the summer quarter. This was a supplement to the regular school funds. State pilot funds were requested and approved in the amount of $20,000 for the revision of the semester curriculum guides to quarter guides in the high school.

Another question that was raised by the patrons concerned which quarter the pupils would be required to attend if the school board adopted the quarter plan.

The administration advised the parents and pupils that pupil attendance

would be required during the fall, winter, and spring quarters with voluntary attendance for pupils during the fourth quarter (summer).

The students, faculty, patrons, and school board expressed concern about the exam schedule in the quarter system. The question was reviewed thoroughly and discussed in regularly-scheduled faculty meetings. The pupils were permitted to express their concern about the exam schedule to the faculty. The conclusion reached by the faculty was that exams be administered at the end of each quarter with successful completion of a quarter course by the pupils granting one-third credit for each subject. The student would repeat only the quarter that was failed. Each quarter would be an independent course for grading purposes. The majority of the students and parents applauded the practice of repeating failed subjects by quarters.

Questions were raised concerning the possibility of mandatory, year-round scheduling in Buena Vista. The school board, by enactment, prohibited the administration from implementing a mandated, year-round program schedule for pupils and teachers. The community was satisfied with this action by the school board.

Adults expressed an interest in enrollment in the summer program. These individuals were advised that the present school board policy permitted adult enrollment, pending available classroom space. This policy satisfied the concerned adults.

Following the open session, this information was forwarded to the administration and faculty for review and evaluation. This information provided the data necessary for the organization and development of an effective and efficient, year-round school program in the secondary grades. The faculty and administration developed a format for changing the semester system.

Curriculum Revision--Quarter Course

The high school principal and faculty planned, developed, and implemented the tuition free, quarter system for the secondary school. The director of instruction served as day-to-day advisor to the principal and faculty in solving the administration problems of organization and implementation of the quarter system. The superintendent met with the principal each week to discuss the problems of development and implementation of the quarter system. The faculty modeled the new quarter plan after the Atlanta Plan which divided the regular school year into three, sixty-day quarters (180 hours) with a voluntary summer quarter of thirty-eight days. The curriculum revisions provided that each course would be completed in sequence. The careful examination of the quarter system revealed that the plan adhered to the Virginia State Board of Education standard for accrediting secondary schools with the exception of one-third, course credit as compared to one-half unit of course credit. The faculty revised the curriculum into blocks of instruction consisting of sixty class hours for each segment of the curriculum guide. Each segment represented a quarter as compared to a semester in the traditional system. The traditional system required ninety class hours of instruction for one-half credit. The faculty divided the school day into six sixty-minute class periods. The school day for each pupil consisted of five sixty-minute periods. The time required for a pupil to complete a daily schedule was from 8:45 a.m. to 3:15 p.m., while the pupil daily schedule for the summer quarter was from 8:00 a.m. to 12:00 noon. In the quarter plan, each quarter was scheduled for sixty class sessions. This divided the regular school year into three quarters that comprise one standard unit of credit for each class taken and passed. Each summer quarter class would comprise one hundred fifty class hours of instruction. The normal pupil class load consists of five subjects in the regular session and one subject

course during the summer quarter.

The faculty divided each course into three equal parts of twelve weeks. Each of the twelve weeks or sixty hours of instruction would be a quarter course awarding one-third unit of credit in each of the four quarters. The student quarter grade was approved using the following criteria: The faculty determined that each six-weeks' grade would represent 40 percent of the quarter grade with the two six-weeks' grades representing 80 percent of the quarter grade. This action required the guidance department to revise the student report card and permanent scholastic record (appendices H and I).

Upon completion of the above quarter plan, the faculty requested and received formal enactment by the school baord.

Development of a New School Calendar

A new school calendar was developed by the director of instruction, who served as chairman of the calendar committee (appendix F). The new calendar was formulated from the faculty recommendations that were received from each of the schools in the district. The approval of the new calendar was secured from the faculty members in each school and the high school student council. This approval changed the grading system from a nine-weeks' to a six-weeks' reporting system for the pupils and parents. The conversion from a nine-weeks' grading system to a six-weeks' reporting system was necessary for the development of three twelve-weeks' quarters during the regular school session with an additional summer quarter with one hundred fifty hours of instruction or thirty days with four one-hour classes. The recommendation for a six-weeks' grading period met with a favorable response from the parents in each of the district schools. The parents favored the decrease from a nine-weeks' reporting system to a six-weeks' reporting system because of the two additional reporting periods in the regular session. This action increased

grade reporting from four to six times per year during the regular session. The school board approved the revised teaching calendar to inlcude six-weeks' grading periods and the additional summer quarter of thirty-eight days. During the summer quarter, the pupils could enroll in courses consisting of fifty-hour quarters rather than the regular sixty-hour quarter.

In-Service Activities

The in-service activities consisted of monthly meetings of the faculty, with special meetings as needed, to develop and implement the quarter system. The Virginia State Department of Education provided consultants to the secondary faculty. The school superintendent was insistent that the local faculty, under the supervision of the principal, develop and implement the quarter plan. Historically, in many school systems, new programs were developed and implemented by the consultants. This approach to new program development has resulted in failure of the new program upon termination of the funding. The Buena Vista program was developed by the principal and faculty with the state providing assistance in an advisory capacity. The program was planned and implemented using limited funds to prevent loss of funding terminating the year-round program.

The high school principal was the instructional leader in developing the in-service program that prepared the faculty and staff for the conversion of a semester system to a quarter system. The high school principal planned each faculty meeting to develop and implement the new treatment.

The development of the new curriculum was an overwhelming task for the faculty, especially in the absence of semester guides for many of the present courses.

These actual conversion of curriculum guides from the semester plan to the quarter plan was basically very simple if the semester guides were available. Teachers complained about the increased paper work being required

by the quarter system.

The state department of education provided pilot funds for the revision of the curriculum guides for each course in the high school (appendix G). Each teacher was assigned the task of revising respective course assignments to conform with six-weeks' grading periods and twelve-weeks' quarters. As an added benefit of the in-service activities, each course was developed to include measurable objectives of course expectations for the students and parents. This action provided the student with an overview of the course expectations and requirements at the beginning of each quarter.

The faculty meetings provided in-service training in the philosophy of year-round schools; planning and scheduling pupils in the quarter system, curriculum revision; summer program; and general administration of the quarter system.

Staff Selection and Assignment

The student enrollment was the determinant of the number of instructional personnel working in the fourth quarter. Classes were to be small with a minimum enrollment of eight-to-ten pupils. The actual enrollment was one hundred fifty-nine pupils in the fourth quarter. The school board provided adequate funds for the employment of fifteen classroom teachers to staff the fourth quarter. The fourth-quarter staff consisted of: principal, assistant principal, guidance counselor, librarian, two mathematics teachers, four English teachers, and three history teachers.

The teaching applications for the summer quarter were received by the school board office and by direct application to the principal. The principal filed the applications according to subject fields. The final selection was made based on experience and over-all previous teaching performance. The system had an adequate number of applications to fill the summer-quarter

positions.

The teachers in the regular session were given 200-day contracts, with the fourth quarter providing temporary contracts for 150 hours of instruction during thirty-eight teaching days. Each fourth-quarter teacher was assigned one course for the summer quarter when possible for a daily, four-hour session.

Student Counseling Activities

The state pilot funds were awarded to employ a counselor to work with the students enrolled in the newly-developed quarter system. The regular school had two counselors. The counselor worked as an ancillary professional to facilitate student adjustment to the new quarter plan. This activity consisted of individual and group counseling, individual pupil scheduling, and the promotion of student-teacher rapport.

The individual students were concerned about the possibility of inadequate counseling services during the summer session. The counselor made an input on the attitudes of the pupils, thus promoting a successful transition from the semester system to the quarter system.

Public Relations

The new quarter plan was presented to the community by radio, newspaper, and television. The administration and faculty presented a full, fifteen-minute program to the area residents concerning the quarter plan. The local newspaper provided positive reinforcement to the public about the merits of the new systems. The administration and faculty made numerous public appearances explaining the merits of the new system. Ths new system received favorable support.

Student Progress and Adjustment

The student reaction to the new program was favorable as evidenced by the increased summer enrollment, support of the independent quarter, support of

the new examination schedule, and the demonstration of a positive attitude for the program. During the implementation, the students expressed concern about the possibility of a mandatory, year-round, school program. This myth was resolved by the enactment of the school board prohibiting a mandatory summer program. The pupils requested that all examinations be eliminated but the request was denied by the administration. The students expressed a desire for continuation of the quarter plan for ensuing years.

Program Costs

In 1976, the cost of the fifteen, additional fourth-quarter teachers was included in the 1976-77 school budget. In 1981, the cost of sixteen fourth-quarter teachers was included in the regular 1981-82 school budget. In 1986, the cost of the seventeen, additional teachers was included in the 1986-87 budget. The faculty members received $1,050.00, $1,125.00, and $1,312.00 to teach the summer quarter in 1976, 1981, and 1986 respectively. The school board budgeted $20,500.00 for summer salaries and $15,750.00 was expended in 1976. The school board budgeted $20,000.00 for summer salaries, and $18,894.00 was expended for instructional salaries in 1981. The school board budgeted $22,000.00 for summer salaries and $22,304.00 was expended in 1986. The per pupil cost was $99.06 per pupil in 1976, $100.50 per pupil in 1981, and $76.57 in 1986. The state paid $25.00 of the above cost for each pupil enrolled in the summer program until the summer of 1986. Decreased per pupil costs with increased rates paid to the faculty is credited to increased student participation in the summer quarter.

In 1976, ten pupils attended the summer quarter for grade promotion at a cost of $990.60 compared to the regular day school cost of $9,090.00. This program saved the taxpayer $8,099.40 in regular day school costs. In 1981, eighteen pupils attended the summer quarter for grade promotion at a cost of $1,809.00 compared to the regular day school cost of $30,132.00. This program

saved the taxpayer $28,323.00 in regular day school costs. In 1986, thirty-three pupils attended the summer quarter for grade promotion at a cost of $2,526.81 compared to the regular day cost of $89,826.00. This program saved the taxpayer $87,299.19.

In 1976, the state department endorsed the project as being one of five year-round school programs in Virginia. State pilot funds were expended in the amount of $16,506.15 for revision of the semester guides to quarter guides in the secondary grades. Also, the funds were used to employ a guidance counselor to work with pupils during the summer quarter. A part-time guidance counselor was locally funded in the 1981 and 1986 budget. The state pilot funds provided the seed money for the conversion of a semester system to a four-quarter system. Local and state funds funded the quarter-system until 1986. The fourth quarter (summer) was funded with 100 percent local monies effective with the 1986 summer session.

The regular school budget assisted in providing the funds necessary to supply each pupil with rental textbooks and the school with administrative supplies that were required for the conversion from a semester plan to a quarter plan. The revised forms included:

1. A teaching calendar to conform to a quarter system (appendix F)
2. Revised report cards to conform to six-weeks' grading periods and the quarter plan (appendix H)
3. Permanent scholastic records for pupils to conform with six-weeks' grading period and quarter plan (appendix I)
4. Revised curriculum guides for conversion from the semester plan to to the quarter plan

Enactment of the Quarter Plan

The following sequence was followed in securing the approval of the quarter system: (1) approval by the Parry McCluer High School faculty; (2) approval by the Parry McCluer student body; (3) approval as revealed by

consensus in the public sessions; (4) approval by the Buena Vista School Board; and (5) approval by the Virginia State Board of Education to modify the semester credit of one-half to the quarter system awarding one-third unit of credit.

The quarter plan was implemented in the Parry McCluer High School with the enactment by the school board prohibiting mandatory, fourth-quarter attendance. This action by the school board met the favorable approval by the faculty, teachers, pupils, and parents. Also, the program provided the pupils with a summer program permitting enrollment in courses for enrichment, acceleration, and remediation. This opportunity provided for an increased enrollment in the summer quarter of 159 pupils and 188 pupils in the years 1976 and 1981, respectively.

Program Monitoring

The quarter program has been monitored by the superintendent, the director of instruction, and the principal on a day-to-day basis. The state department of education, also, has served as an independent monitor of the program. This monitoring component has been considered essential to the success of the program. Problems that arose from the on-going operation have been remediated on a day-to-day basis. The most significant problem has been the expanded work load required of each faculty member. This was remediated by the pilot funds that paid for the curriculum revision required beyond the normal school day.

In order to avoid problems, the superintendent met with the principal on a weekly or daily basis to plan remedial action. Further, the state department of education sent a consultant to meet with the principal on an as needed basis. The director of instruction met with the individual faculty members and principal as required to implement the new system.

EVALUATION

A final report of the program was completed with the recommendation to the school board in 1977, 1982, and 1987, respectively, as to the continuation of the program during the ensuing years. Since January of 1977 and each ensuing year, the school board has been requested by the superintendent to fund or budget for the continuation of the year-round school program. The city school budget is prepared six to nine months in advance of the fiscal year that begins July 1.

At the conclusion of 1976, 1981, and 1986 the Buena Vista quarter system in grades eight/nine through twelve was evaluated by the following criteria:

1. To report by computation that 25 percent of the 580 pupils, 439 pupils, and 431 pupils in the regular day school, grades eight/nine through twelve, enrolled in the fourth quarter during the summers of 1976, 1981, and 1986 respectively (appendix A)

   A. There were 580 pupils enrolled in the regular day school during 1975-76; 27 percent or 159 enrolled in in the fourth quarter during the summer of 1976 (appendix A)

   B. There were 439 pupils enrolled in the regular day school during 1980-81; 43 percent or 188 of the pupils enrolled in the fourth quarter during the summer of 1981 (appendix A)

   C. There were 431 pupils enrolled in the regular day school during 1985-86; 54 percent or 231 of the pupils enrolled in the fourth quarter during the summer of 1986 (appendix A)

   D. The division goal of 25 percent enrollment was exceeded by 2 percent of 14 pupils in 1976, by 18 percent or 78 pupils in 1981, and by 29 percent or 123 pupils in 1986.

2. To report by computation that 50 percent of the twenty-seven available classrooms were utilized at Parry McCluer High School during the fourth quarter of 1976, 1981, and 1986 as compared to a previous year when only the traditional summer school program was available.

   A. Four percent or one of the twenty-seven available classrooms at Parry McCluer High School were utilized during a previous year when only the traditional summer school program was available

B. Fifty-six percent or fifteen of the twenty-seven available classrooms at Parry McCluer High School were utilized during the fourth quarter of 1976

C. Fifty-nine percent or sixteen of the twenty-seven available classrooms at Parry McCluer High School were utilized during the fourth quarter of 1981 and 1986.

3. To report by computation that thirty-nine pupils, twenty-eight, and thirty-six pupils attended in 1976, 1981, and 1986 respectively for promotion and 90 percent were promoted to the next grade level as the result of attending the fourth quarter during 1976, 1981, and 1986 as compared to a previous year when only the traditional summer school program was available (appendix C)

   A. Ten of the regular, day-school pupils in grades eight through twelve attended the fourth quarter during the summer of 1976 for promotion

   B. Twenty-two of the regular, day-school pupils in grades nine through twelve attended the fourth quarter during the summer of 1981 for promotion

   C. Forty-two of the regular, day-school pupils in grades eight through twelve attended the fourth-quarter during the summer of 1986 for promotion

   D. Six of the regular, day-school pupils in grades eight through twelve attended summer school for promotion when only the traditional summer school program was available

   E. One hundred percent or ten of the regular, day-school pupils in grades eight through twelve attending the fourth quarter for promotion passed to the next grade level during the summer of 1976

   F. Eighty-six percent or eighteen of the regular, day-school pupils in grades nine through twelve attending the fourth quarter for promotion passed to the next grade level during the summer of 1981

   G. Seventy-nine percent or thirty-three of the regular, day school pupils in grades nine through twelve attending the fourth quarter for promotion passed to the next grade level during the summer of 1986

4. To report by computation that fifty pupils, twenty-two pupils, and seventeen attended the fourth quarter during 1976, 1981, and 1986, respectively, for enrichment as comapred to a previous year when only the traditional summer school program was available (Table 1 and Appendix A)

A. Ninety-three of the regular, day-school pupils in grades eight through twelve attended the fourth quarter during the summer of 1976 for enrichment

B. Twenty of the regular, day-school pupils in grades eight through twelve attended the fourth quarter during the summer of 1981 for enrichment

C. Eleven of the regular, day-school pupils in grades eight through twelve attended the fourth quarter during the summer of 1986 for enrichment

D. None of the regular, day-school pupils in grades eight through twelve attended summer school for enrichment when only the traditional summer school program was available

5. To report by computation that seven pupils, sixty-eight pupils, and eighty-nine pupils attended the fourth quarter during 1976, 1981, and 1986, respectively, for acceleration as compared to a previous year when only the traditional summer school program was available (Table 1 and Appendix A)

   A. Seven of the regular, day-school pupils in grades eight through twelve attended the fourth quarter during the summer of 1976 for acceleration

   B. Sixty-five of the regular, day-school pupils in grades eight through twelve attended the fourth quarter during the summer of 1981 for acceleration

   C. Eighty-seven of the regular, school-day pupils in grades eight through twelve attended the fourth quarter during the summer of 1986 for acceleration

   D. None of the regular, day-school pupils in grades eight through twelve attended summer school for acceleration when only the traditional summer school program was available

6. To report by computation that thirty-four pupils, eighty-six pupils, and one hundred twenty-five pupils in grades eight through twelve atttended the fourth quarter during 1976, 1981, and 1986 respectively, for remediation as compared to a previous year when only the traditional summer school program was available (Table 1 and Appendix A)

   A. Forty-nine of the regular, day-school pupils in grades eight through twelve attended the fourth quarter during the summer of 1976 for remediation

   B. Seventy-nine of the regular, day-school pupils in grades eight through twelve attended the fourth quarter during the summer of 1981 for remediation

C. Ninety-one of the regular, day-school pupils in grades eight through twelve attended the fourth quarter during the summer of 1986 for remediation

D. Ten of the regular, day-school pupils in grades eight through twelve attended summer school for remediation during a previous year when only the traditional summer program was available

7. To report by computation as revealed by questionnaire the attitudes of the fifteen, sixteen and seventeen summer-school faculty members and the thirty-eight, thirty-seven, and thirty-one high school teachers concerning the acceptance of the four-quarter system during the period June 15, 1976 to June 15, 1977, June 15, 1981 to June 15, 1982, and June 15, 1986 to June 15, 1987 (Appendices J, J-1, J-2, K, K-1, K-2)

A. The results of the attitude survey as revealed by questionnaire and completed by fourteen of the fifteen, twelve of the sixteen summer-school, and eleven of the seventeen faculty members concerning the acceptance of the four-quarter system during periods June 15, 1976 to June 15, 1977, June 15, 1981 to June 15, 1982, and June 15, 1986 to June 15, 1987, respectively, reveal the following information (Appendices K, K-1, K-2)

1. Do you feel the over-all summer program has been good?
   (a) 100 percent or fourteen of the 1976 summer faculty members responded, yes
   (b) 75 percent or nine of the 1981 summer faculty members responded, yes
   (c) 75 percent or eight of the 1986 summer faculty members responded, yes
   (d) 25 percent or three of the 1981 summer faculty members responded, fair
   (e) 27 percent or three of the 1986 summer faculty members responded, fair
   (f) 0 percent or none of the 1976, 1981, and 1986 summer faculty members responded, poor

2. Do you feel the school should have more, same, fewer courses offered in summer school in the future?
   (a) 43 percent or six of the 1976 summer faculty members responded, more
   (b) 25 percent or three of the 1981 faculty members responded, more
   (c) 40 percent of the 1986 faculty members responded, more
   (d) 57 percent or eight of the 1976 summer faculty members responded, same
   (e) 75 percent or nine of the 1981 summer faculty members responded, same

(f) 60 percent or six of the 1986 summer faculty members responded, same
(g) 0 percent of the 1976, 1981 and 1986 summer faculty members responded, fewer

3. Do you feel you have accomplished as much, more less in summer school as you accomplished in winter school?
   (a) 72 percent or ten of the 1976 summer faculty members responded, as much
   (b) 25 percent or three of the 1981 summer faculty members responded, as much
   (c) 30 percent or three of the 1986 summer faculty members responded, as much
   (d) 21 percent or three of the 1976 summer faculty members responded, more
   (e) 33 percent or four of the 1981 summer faculty members responded, more
   (f) 40 percent or four of the 1986 summer faculty members responded, more
   (g) 7 percent or one of the 1976 summer faculty members responded, less
   (h) 42 percent or five of the 1981 summer faculty members responded, less
   (i) 30 percent or three of the 1986 summer faculty members responded, less

4. Would you prefer longer hours of the day during the summer sessions so as to have a longer vacation before and after school?
   (a) 8 percent or one of the 1976 summer faculty members responded, yes
   (b) 17 percent or two of the 1981 summer faculty members responded, yes
   (c) 36 percent or four of the 1986 summer faculty members responded, yes
   (d) 92 percent or twelve of the 1976 summer faculty members responded, no
   (e) 83 percent or ten of the 1981 summer faculty members responded, no
   (f) 64 percent or seven of the 1986 summer faculty members responded, no

5. Do you feel you can be more creative, equally creative, less creative in presenting material in summer school as in winter school?
   (a) 43 percent or six of the 1976 summer faculty members responded, more creative
   (b) 25 percent or three of the 1981 summer faculty members responded, more creative
   (c) 10 percent or one of the 1986 summer faculty members responded, more creative
   (d) 50 percent or seven of the 1976 summer faculty members responded, equally creative

(e) 50 percent or six of the 1981 summer faculty members responded, equally creative
(f) 80 percent or eight of the 1986 summer faculty members responded, equally creative
(g) 7 percent or one of the 1976 summer faculty members responded, less creative
(h) 25 percent or three of the 1981 summer faculty members responded, less creative
(i) 10 percent or one of the 1986 summer faculty members responded, less creative

6. Do you feel you can give more, equal, less individual attention in the summer than in the winter?
(a) 86 percent or twelve of the 1976 summer faculty members responded, more
(b) 50 percent or six of the 1981 summer faculty members responded, more
(c) 50 percent or five of the 1986 summer faculty members responded, more
(d) 14 percent or two of the 1976 summer faculty members responded, equal
(e) 33 percent or four of the 1981 summer faculty members responded, equal
(f) 50 percent or five of the 1986 summer faculty members responded, equal
(g) None of the 1976 summer faculty members responded, less
(h) 17 percent or two of the 1981 summer faculty members responded, less
(i) None of the 1986 summer faculty members responded, less

7. Would you write a brief paragraph commenting on summer school, making any constructive statements on explaining answers to the above questions?
(a) Responses of the 1976 summer faculty members were
(1) Air condition summer-school classrooms
(2) Revise summer policy for absenteeism
(3) Revise summer policy for student "make-up" work
(4) Eliminate combination classes (world geography and world history)

(b) Responses of the 1981 summer faculty members were
(1) Positive addition to the school system
(2) Weak students concentrate solely on one subject
(3) Eliminate combined classes (world geography and world history)
(4) guidance program to help students with individual problems

(c) Responses of the 1986 summer faculty members were
   (1) positive addition to the educational program
   (2) small classes provide an opportunity for individualized instruction
   (3) guidance program very helpful for students with special needs
   (4) air condition all summer classrooms

B. The results of the attitude survey as revealed by questionnaire and compiled by twenty-three of the twenty-seven, twenty-four of the twenty-seven and twenty-seven of the thirty-one regular school faculty members concerning the acceptance of the four-quarter system during the period June 15, 1976 to June 15, 1977, June 15, 1981 to June 15, 1982 and June 15, 1986 to June 15, 1987, respectively, reveals the following information (appendices J, J-1, J-2)

1. Did you teach the fourth quarter (summers of 1976, 1981, and 1986)?
   (a) 17 percent or four of the 1976 regular faculty members responded, yes
   (b) 17 percent or four of the 1981 regular faculty members responded, yes
   (c) 19 percent or five of the 1986 regular faculty members responded, yes
   (d) 83 percent or nineteen of the 1976 regular faculty members responded, no
   (e) 83 percent or twenty of the 1981 regular faculty members responded, no
   (f) 81 percent or twenty-two of the 1986 regular faculty members responded, no

2. Are you generally satisfied with working in the year-round school?
   (a) 79 percent or eighteen of the 1976 regular faculty members responded, yes
   (b) 91 percent or twenty-one of the 1981 regular faculty members responded, yes
   (c) 81 percent or twenty-two of the 1986 regular faculty members responded, yes
   (d) 4 percent or one of the 1976 regular faculty members responded, no
   (e) None of the 1981 regular faculty members responded, no
   (f) None of the 1986 regular faculty members responded, no
   (g) 17 percent or four of the 1976 regular faculty members responded, undecided
   (h) 9 percent or two of the 1981 regular faculty members responded, undecided
   (i) 19 percent or five of the 1986 regular faculty members responded, undecided

3. If you could choose between a teaching assignment in a school operating from September to June or one in the quarter plan, which one would you choose?
   (a) 17 percent or four of the 1976 regular faculty members responded, September to June
   (b) 4 percent or one of the 1981 regular faculty members responded, September to June
   (c) 15 percent or four of the 1986 regular faculty members responded, September to June
   (d) 31 percent or seven of the 1976 regular faculty members responded, quarter plan
   (e) 48 percent or eleven of the 1981 regular faculty members responded, quarter plan
   (f) 30 percent or eight of the 1986 regular faculty members responded, quarter plan
   (g) 48 percent or eleven of the 1976 regular faculty members responded, either is alright
   (h) 44 percent or ten of the 1981 regular faculty members responded, either is alright
   (i) 55 percent or fifteen of the 1986 regular faculty members responded, either is alright
   (j) 4 percent or one of the 1976 regular faculty members responded, undecided
   (k) 4 percent or one of the 1981 regular faculty members responded, undecided
   (l) zero percent or none of the 1986 regular faculty members responded, undecided

4. If you prefer nine-month school year, why?
   1976
   (a) Prefer 180-day contract
   (b) Prefer unencumbered summers
   (c) Prefer regular, nine-month system (semester)
   1981
   (a) Prefer 180-day contract
   (b) Prefer unencumbered summers
   (c) Inadequate teacher's pay for more than 9 months

   1986
   (a) Prefer unencumbered summers
   (b) Interference with the summer maintenance program

5. If you prefer the quarter system, why?
   1976
   (a) Provides excellent opportunity for acceleration and remediation
   (b) Provides flexibility for student curriculum requests
   (c) Provides shorter units that are easier to organize
   (d) Provides for completion of a subject before proceeding to a new unit of study
   1981
   (a) Provides excellent opportunity for enrichment, remedidation, and acceleration
   (b) Provides flexibility for student request
   (c) Provides shorter instructional units that are easier to organize
   (d) Provides for completion of a subject before proceeding to a new unit of study
   1986
   (a) Meet student needs for the increase in graduation requirements
   (b) Provides excellent opportunity for acceleration, enrichment, remediation, and promotion
   (c) each quarter is independent

6. What are the major advantages to you of working in the year-round program?
   1976
   (a) Provides summer employment
   (b) Provides for "year-round" utilization of facilities
   (c) Provides four, independent quarters
   1981
   (a) Provides summer employment
   (b) Provides for "year-round" utilization of facilities
   (c) Provides four, independent quarters
   1986
   (a) Provides shorter periods for evaluation and testing
   (b) Provides opportunity for constructive summer
   (c) Provides summer employment

7. What are the major disadvantages to you in working in the year-round program?
   1976
   (a) Requires increased paperwork of grading
   (b) Increased pressure on faculty

(c) Requires pupil failures to wait for summer school to make up work

1981

(a) Requires increased paperwork of grading
(b) Increased pressure on faculty
(c) Compression of summer quarter does not permit complete treatment

1986

(a) Requires increased paperwork
(b) Students must wait until summer to repeat a quarter's work
(c) Increased pressure on faculty

8. As you see it, what are the major advantages of the quarter plan for pupils?

1976

(a) Provides pupils with opportunities for remediation, acceleration, and enrichment
(b) Exams include less material when administered in the quarter system as compared to the semeter system
(c) Pupils repeat only the quarter failed

1981

(a) Provides pupils with opportunities for remediation, acceleration, and enrichment
(b) Exams include less material when administered in the quarter system as compared to the semester system
(c) Pupils repeat only the quarter failed

1986

(a) Provides opportunities for acceleration, enrichment, remediation, and promotion
(b) Provides opportunities for students to exceed the minimum graduation requirements
(c) Provides for small content segments

9. Do you think the quarter plan makes it possible for students to learn more effectively?

(a) 27 percent or six of the 1976 regular faculty members responded that the quarter plan makes it possible for students to learn more effectively
(b) 58 percent or fourteen of the 1981 regular faculty members responded that the quarter plan makes it possible for students to learn more effectively
(c) 50 percent or thirteen of the 1986 regular faculty members responded that the quarter plan makes it possible for students to learn more effectively

(d) 68 .percent or fifteen of the 1976 regular faculty members responded that the quarter plan makes little difference in learning effectiveness
(e) 29 percent or seven of the 1981 regular faculty members responded that the quarter plan makes little difference in learning effectiveness
(f) 46 percent or twelve of the regular 1986 faculty members responded that the quarter plan makes little difference in learning effectiveness
(g) 0 percent or none of the regular 1976 faculty members responded, undecided
(h) 13 percent or three of the 1981 regular faculty members responded, undecided
(i) 4 percent or one of the 1986 regular faculty members responded, undecided

10. Do you think the quarter plan increases the opportunities to make school more interesting for students?
(a) 61 percent or fourteen of the 1976 regular faculty members responded that the quarter plan increased the opportunities to make school more interesting for students
(b) 67 percent or sixteen of the 1981 regular faculty members responded that the quarter plan increased the opportunities to make school more interesting for students
(c) 55 percent or sixteen of the 1986 regular faculty members responded that the quarter plan increased the opportunities to make school more interesting for students
(d) 39 percent or nine of the 1976 regular faculty members responded that the quarter plan made little difference in opportunities to make school more interesting
(e) 25 percent or six of the 1981 regular faculty members responded that the quarter plan made little difference in opportunities to make school more interesting
(f) 45 percent or thirteen of the 1986 regular faculty members responded that the quarter plan made little difference in opportunities to make the school more interesting
(g) 0 percent or none of the 1976 regular faculty members responded that the

quarter plan decreased the opportunities to make school more interesting

(h) 0 percent or none of the 1981 regular faculty members responded that the quarter plan decreased the opportunities to make school more interesting

(i) 0 percent or none of the 1986 faculty members responded that the quarter plan decreased opportunities to make school more interesting

(j) 0 percent or none of the 1976 regular faculty members responded that they were undecided

(k) 8 percent or two of the 1981 regular faculty members responded that they were undecided

(l) 0 percent or none of the 1986 regular faculty members responded that they were undecided

11. Do you think the quarter plan decreases student discipline problems?

(a) 14 percent or three of the 1976 regular faculty members responded that the quarter plan decreased discipline problems in the school

(b) 42 percent or ten of the 1981 regular faculty members responded that the quarter plan decreased discipline problems in the school

(c) 11 percent or three of the 1986 regular faculty members responded that the quarter plan decreased discipline problems in the school

(d) 77 percent or seventeen of the 1976 regular faculty members responded that the quarter plan makes no difference in discipline problems in the school

(e) 54 percent or thirteen of the 1981 regular faculty members responded taht the quarter plan makes no difference in discipline problems in the school

(f) 82 percent or twenty-two of the 1986 regular faculty members responded that the quarter plan makes no difference in discipline problems in the school

(g) 9 percent or two of the 1976 regular faculty members responded that the quarter plan increased discipline problems in the school

(h) 4 percent or one of the 1981 regular faculty members responded that the quarter plan increased discipline

problems in the school

(j) 0 percent or none of the 1976 regular faculty members responded that they were undecided

(k) 0 percent or none of the 1981 regular faculty members responded that they were undecided

(l) Seven percent or two of the 1986 regular faculty members responded that they were undecided

12. Do you think the quarter plan improves student attendance?

(a) 13 percent or three of the 1976 regular faculty members responded that the quarter plan improves student attendance

(b) 29 percent or seven of the 1981 regular faculty members responded that the quarter plan improves student attendance

(c) 21 percent or six of the 1986 regular faculty members responded that the quarter plan improves student attendance

(d) 78 percent or eighteen of the 1976 regular faculty members responded that the quarter plan makes little difference in student attendance

(e) 63 percent or fifteen of the 1981 regular faculty members responded that the quarter plan makes little difference in student attendance

(f) 79 percent or twenty-two of the 1986 regular faculty members responded that the quarter plan makes little difference in student attendance

(g) 0 percent or none of the 1976 regular faculty members responded that the quarter plan makes attendance worse

(h) 0 percent or none of the 1981 regular faculty members responded that the quarter plan makes attendance worse

(i) 0 percent or none of the 1986 regular faculty members responded that the quarter plan makes attendance worse

(j) 9 percent or two of the 1976 regular faculty members responded that they were undecided

(k) 8 percent or two of the 1981 regular faculty members responded that they were undecided

(l) 0 percent or none of the 1986 regular faculty members responded that they were undecided

13. Do you think the quarter plan makes students more eager to learn?
    (a) 18 percent or four of the 1976 regular faculty members responded that the quarter plan makes students more eager to learn
    (b) 17 percent or four of the 1981 regular faculty members responded that the quarter plan makes students more eager to learn
    (c) 13 percent or four of the 1986 regular faculty members responded that the quarter plan makes students more eager to learn
    (d) 73 percent or sixteen of the 1976 regular faculty members responded that the quarter plan creates no change in the attitude of students toward learning
    (e) 75 percent or eighteen of the 1981 regular faculty members responded that the quarter plan creates no change in the attitude of students toward learning
    (f) 77 percent or twenty-three of the 1986 regular faculty members responded that the quarter plan creates no change in the attitude of students toward learning
    (g) 0 percent or none of the 1976 regular faculty members responded that the quarter plan does not make students less eager to learn
    (h) 0 percent or none of the 1981 regular faculty members responded that the quarter plan does not make students less eager to learn
    (i) 0 percent or none of the 1986 regular faculty members responded that the quarter plan does not make students less eager to learn
    (j) 9 percent or two of the 1976 regular faculty members responded that they were undecided
    (k) 8 percent or two of the 1981 regular faculty members responded that they were undecided
    (l) 10 percent or three of the 1986 regular faculty members responded that they were undecided

14. Do you think the quarter plan increases student participation in extracurricular activities?
    (a) 0 percent or none of the 1976 regular faculty members responded that the quarter plan increased student participation in the extracurricular activities
    (b) 31 percent or seven of the 1981 regular faculty members responded that the quarter plan increased participation in the extracurricular activities
    (c) 30 percent or eight of the 1986 regular faculty members responded that the quarter plan increased student participation in extracurricular activities
    (d) 100 percent or twenty-two of the 1976 regular faculty members responded that the quarter plan made little difference in the degree of student participation in extracurricular activities
    (e) 65 percent or fifteen of the 1981 regular faculty members responded that the quarter plan made little difference in the degree of student participation in extracurricular activities
    (f) 63 percent or seventeen of the 1986 regular faculty members responded that the quarter plan made little difference in the degree of student participation in extracurricular activities
    (g) 0 percent or none of the 1976 regular faculty members responded that the quarter plan restricts student participation in extracurricular activities
    (h) 0 percent or none of the 1981 regular faculty members responded that the quarter plan restricts student participation in extracurricular activities
    (i) 0 percent or none of the 1986 regular faculty members responded the quarter plan restricts student participation in student activities
    (j) 0 percent or none of the 1976 regular faculty members were undecided
    (k) 4 percent or one of the 1981 regular faculty members were undecided
    (l) 7 percent or two of the 1986 regular faculty members were undecided

15. Do you think the quarter plan enhances the instructional program offered students?
    (a) 61 percent or fourteen of the 1976 regular faculty members responded that the quarter plan enhances the instructional program offered students
    (b) 79 percent or eighteen of the 1981 regular faculty members responded that the quarter plan enhances the instructional program offered students
    (c) 70 percent or nineteen of the 1986 regular faculty members responded that the quarter plan has little effect on the type of instructional program offered students
    (d) 35 percent or eight of the 1976 regular faculty members responded that the quarter plan has little effect on the type of instructional program offered students
    (e) 17 percent or four of the 1981 regular faculty members responded that the quarter plan has little effect on the type of instructional program offered students
    (f) 26 percent or seven of the 1986 regular faculty members responded that the quarter plan has little effect on the type of instruction offered students
    (g) 0 percent or none of the 1976 regular faculty members responded that the quarter plan restricts the instructional program offered students
    (h) 0 percent or none of the 1981 regular faculty members responded that the quarter plan restricts the instructional program offered students
    (i) 0 percent or none of the 1986 regular faculty members responded that the quarter plan restricts the instructional program offered students
    (j) 4 percent or one of the 1976 regular faculty members was undecided
    (k) 4 percent or one of the 1981 regular faculty members was undecided
    (l) 4 percent or one of the 1986 regular faculty members was undecided

16. Do you think the quarter plan is harmful to the social relationship among students in the school?
    (a) 0 percent or none of the 1976 regular faculty members responded that the

quarter plan was harmful to the social relationship among students in the school

(b) 4 percent or one of the 1981 regular faculty members responded that the quarter plan was harmful to the social relationship among students in the school

(c) 0 percent or none of the 1986 regular faculty members responded that the quarter plan was harmful to the social relationship among students in the school

(d) 100 percent or sixteen of the 1976 regular faculty members responded that the quarter plan has little effect on the social relationship among students

(e) 79 percent or eighteen of the 1981 regular faculty members responded that the quarter plan has little effect on the social relationship among students

(f) 89 percent or twenty-four of the 1986 regular faculty members responded that the quarter plan has little effect on the scoial relationship among students

(g) 0 percent or none of the 1976 regular faculty members responded that the quarter plan was helpful to the social relationship among students in the school

(h) 17 percent or four of the 1981 regular faculty members responded that the quarter plan was helpful to the social relationship among students in the school

(i) 11 percent or three of the 1986 regular faculty members responded that the quarter plan was helpful to the social relationship among students

(j) 0 percent or none of the 1976 regular faculty members responded that they were undecided

(k) 0 percent or none of the 1981 regular faculty members responded that they were undecided

(l) 0 percent or none of the 1986 regular faculty members responded that they were undecided

17. What effect has the quarter plan had on your enthusiasm and energy for teaching?

(a) 14 percent or three of the 1976 regular faculty members responded that the quarter plan creates more vigor and enthusiasm for teaching

(b) 28 percent or seven of the 1981 regular faculty members responded that the quarter plan creates more vigor and enthusiasm for teaching
(c) 18 percent or five of the 1986 regular faculty members responded that the quarter plan creates more vigor and enthusiasm for teaching
(d) 76 percent or sixteen of the 1976 regular faculty members responded that the quarter plan had little effect on their degree of enthusiasm and energy
(e) 64 percent or sixteen of the 1981 regular faculty members responded that the quarter plan had little effect on their degree of enthusiasm and energy
(f) 75 percent or twenty-one of the 1986 regular faculty members responded that the quarter plan had little effect on their degree of enthusiasm and energy
(g) 0 percent or none of the 1976 regular faculty members responded that the quarter plan had bored or tired them
(h) 8 percent or two of the 1981 regular faculty members responded that the qurater plan had bored or tired them
(i) 4 percent or 1 of the 1986 regular faculty members responded that the quarter plan had bored or tired them
(j) 10 percent or two of the 1976 regular faculty members were undecided
(k) 0 percent or none of the 1981 regular faculty members were undecided
(l) 3 percent or one of the 1986 regular faculty members were undecided

18. Has the quarter plan increased your workload as a teacher, had no effect on your workload or reduced your workload?
(a) 78 percent or eighteen of the 1976 regular faculty members responded that the quarter plan has increased their workload
(b) 74 percent or seventeen of the 1981 regular faculty members responded that the quarter plan has increased their workload
(c) 44 percent or twelve of the 1986 regular faculty members responded that the quarter plan has increased their workload
(d) 13 percent or three of the 1976 regular faculty members responded that the quarter plan has had little effect in changing their workload

(e) 26 percent or six of the 1981 regular faculty members responded that the quarter plan has had little effect in changing their workload
(f) 52 percent or fourteen of the 1986 regular faculty members responded that the quarter plan has had little effect in changing their workload
(g) 0 percent or none of the 1976 regular faculty members responded that the quarter plan had decreased their workload
(h) 0 percent or none of the 1981 regular faculty members responded that the quarter plan had decreased their workload
(i) 4 percent or one of the 1986 regular faculty members responded that the quarter plan had decreased their workload
(j) 9 percent or two of the 1976 regular faculty members responded that they were undecided
(k) 0 percent or none of the 1981 regular faculty members responded that they were undecided
(l) 0 percent or none of the 1986 regular faculty members responded that they were undecided

19. In your opinion, does the quarter plan provide enough opportunities for adequate classroom preparation, including planning time and evaluation?
(a) 48 percent or eleven of the 1976 regular faculty members responded, yes
(b) 67 percent or sixteen of the 1981 regular faculty members responded, yes
(c) 81 percent or twenty-one of the 1986 regular faculty members responded, yes
(d) 30 percent or seven of the 1976 regular faculty members responded, no
(e) 21 percent or five of the 1981 regular faculty members responded, no
(f) 4 percent or one of the 1986 regular faculty members responded, no
(g) 22 percent or five of the 1976 regular faculty members responded, undecided
(h) 12 percent or three of the 1981 regular faculty members responded, undecided
(i) 15 percent or four of the 1986 regular faculty members responded, undecided

20. How does the quarter plan affect communication between teachers in different departments?
    (a) 5 percent or one of the 1976 regular faculty members responded that the quarter plan facilitates communication among teachers in the different departments
    (b) 13 percent or three of the 1981 regular faculty members responded that the quarter plan facilitates communication among teachers in the different departments
    (c) 8 percent or two of the 1986 regular faculty members responded that the quarter plan facilitates communication among the teachers in the different departments
    (d) 86 percent or eighteen of the 1976 regular faculty members responded that the quarter plan has little effect on faculty communication
    (e) 87 percent or twenty of the 1981 regular faculty members responded that the quarter plan has little effect on faculty communication
    (f) 81 percent or twwnty-one of the 1986 regular faculty members responded that the quarter plan has little effect on faculty communication
    (g) 0 percent or none of the 1976 regular faculty members responded that the quarter plan obstructs communication among the faculty members
    (h) 0 percent of the 1981 regular faculty members responded that the quarter plan obstructs communication among the faculty members
    (i) 4 percent or one of the 1986 regular faculty members responded that the quarter plan obstructs communication among faculty members
    (j) 9 percent or two of the 1976 regular faculty members responded that they were undecided
    (k) 0 percent or none of the 1981 regular faculty members responded that they were undecided
    (l) 7 percent or two of the 1986 regular faculty members responded that they were undecided

21. How has the quarter plan affected your relationship with parents of your students?
    (a) 9 percent or two of the 1976 regular faculty members responded that the quarter plan improved parental relationships
    (b) 13 percent or three of the 1981 regular faculty members responded that the quarter plan improved parental relationships
    (c) 7 percent or two of the 1986 regular faculty members responded that the quarter plan improved parental relationships
    (d) 91 percent or twenty-one of the 1976 regular faculty members responded that the quarter plan has had little effect on their relationship with parents
    (e) 87 percent or twenty-one of the 1981 regular faculty members responded that the quarter plan has had little effect on their relationship with parents
    (f) 89 percent or twenty-four of the 1986 regular faculty members responded the quarter plan had little effect on parental relationships
    (g) 0 percent or none of the 1976 regular faculty members responded that the quarter plan had damaged parental relationships
    (h) 0 percent or none of the 1981 regular faculty members responded that the quarter plan had damaged parental relationships
    (i) 0 percent or none of the 1986 regular faculty members responded that the quarter plan damaged parental relationships
    (j) 0 percent or none of the 1976 regular faculty members responded that they were undecided
    (k) 0 percent or none of the 1981 regular faculty members responded that they were undecided
    (l) 4 percent or one of the 1986 regular faculty members responded they they were undecided

22. Do you favor the continuation of the quarter plan/year-round school in the Buena Vista City Public Schools?
    (a) 76 percent or thirteen of the 1976 regular faculty members responded, yes
    Why?
    1976

1) students like the quarter plan
2) student acceleration, remediation and enrichment
3) students repeat the quarter failed rather than full year
4) voluntary for pupils and teachers

(b) 82 percent or eighteen of the 1981 regular faculty members responded, yes
Why?
1981
1) students like the quarter plan
2) student acceleration, remediation, and enrichment
3) students repeat the quarter failed rather than full year
4) voluntary for pupil and teacher

(c) 92 percent or twenty-four of the 1986 regular faculty members responded, yes
Why?
1986
1) good system with limited deficiencies which do not signal a need for change
2) more suited for our student learning style than semester plan
3) provides more educational opportunities for children

(d) 18 percent or three of the 1976 regular faculty members responded, no
Why?
1976
1) students who fail are not rescheduled at the end of each semester
2) looks good on paper
3) increased paperwork in grading and giving examinations

(e) 5 percent or one of the 1981 regular faculty members responded, no
Why?
1981
1) students fail classes on purpose to attend summer school
2) too compressed for comprehensive treatment of new subject matter
3) increased paperwork

(f) 0 percent or none of the 1986 regular faculty members responded, no
Why?
1986
1) Interference with the summer maintenance program

8. To report by computation as revealed by questionnaire the attitude of the 159 summer school pupils and the 453 regular day school pupils, the 188 summer-school pupils and the 439 regular day school pupils and the 231 summer school pupils and the 431 regular day school pupils in grades nine through twelve concerning the acceptance of the four-quarter system during the periods June 15, 1976 to June 15, 1977, June 15, 1981 to June 15, 1982, and June 15, 1986 to June 15, 1987, respectively (appendices L, L-1, L-2, M, M-1, and M-2)

   A. The results of the attitude survey as revealed by questionnaire and completed by 93 of the 159, 137 of the 188 and 187 of the 231 summer school pupils concerning the acceptance of the four-quarter system during the periods June 15, 1976 to June 15, 1977, June 15, 1981 to June 15, 1982 and June 15, 1986 to June 15, 1987, respectively, reveals the following information (appendices L, L-1, and L-2)

      1. How many subjects did you take in summer school?
         (a) 73 percent or sixty-eight of the summer school pupils in 1976 responded, one
         (b) 45 percent or sixty-one of the summer school pupils in 1981 responded, one
         (c) 76 percent or one hundred forty-three of the summer school pupils in 1986 responded, one
         (d) 27 percent or twenty-five of the summer school pupils in 1976 rsponded, two
         (e) 49 percent or sixty-five of the summer school pupils in 1981 responded, two
         (f) 17 percent or thirty-one of the summer school pupils in 1986 responded, two
         (g) 6 percent or eight of the summer school pupils in 1981 responded, three
         (h) 7 percent or thirteen of the summer school pupils in 1986 responded, three or four

      2. Would you like to attend summer school next summer?
         (a) 42 percent or thirty-seven of the summer school pupils in 1976 responded, yes
         (b) 38 percent or fifty of the summer school pupils in 1981 responded, yes
         (c) 48 percent or eighty-eight of the summer school pupils in 1986 responded, yes
         (d) 58 percent or fifty-one of the summer school pupils in 1976 responded, no
         (e) 62 percent or eighty-one of the summer school pupils in 1981 responded, no
         (f) 52 percent or ninety-seven of the summer school pupils in 1986 responded, no

3. Do you like summer school as well as you do winter school?
   (a) 83 percent or seventy-six of the summer school pupils in 1976 responded, yes
   (b) 75 percent or ninety-eight of the summer school pupils in 1981 responded, yes
   (c) 70 percent or one hundred thirty-one of the summer school pupils in 1986 responded, yes
   (d) 17 percent or sixteen of the summer school pupils in 1976 responded, no
   (e) 25 percent or thirty-three of the summer school pupils in 1981 responded, no
   (f) 30 percent or fifty-six of the summer school pupils in 1986 responded, no

4. Do you feel you have learned as much___; more___; less ___ than you learned in winter school?
   (a) 36 percent or thirty-two of the summer school pupils in 1976 responded, as much
   (b) 54 percent or seventy-one of the summer school pupils in 1981 responded, as much
   (c) 57 percent or one hundred five of the summer school pupils in 1986 responded, as much
   (d) 62 percent or fifty-six of the summer school pupils in 1976 responded, more
   (e) 38 percent or fifty of the summer school pupils in 1981 responded, more
   (f) 37 percent or sixty-eight of the summer school pupils in 1986 responded, more
   (g) 2 percent or two of the summer school pupils in 1976 responded, less
   (h) 8 percent or eleven of the summer school pupils in 1981 responded, less
   (i) 6 percent or 12 of the summer school pupils in 1986 responded, less

5. Do you feel you had too much___: too little ___; just enough___ homework this summer?
   (a) 20 percent or eighteen of the summer school pupils in 1976 responded, too much
   (b) 28 percent or thirty-seven of the summer school pupils in 1981 responded, too much
   (c) 22 percent or forty of the summer school pupils in 1986 responded, too much
   (d) 3 percent or three of the summer school pupils in 1976 responded, too little
   (e) 6 percent or eight of the summer school pupils in 1981 responded, too little
   (f) 14 percent or twenty-seven of the summer school pupils in 1986 responded, too little
   (g) 77 percent or seventy-one of the summer school pupils in 1976 responded, just

enough
(h) 66 percent or eighty-nine of the summer school pupils in 1981 responded, just enough
(i) 64 percent or one hundred eighteen of the summer school pupils in 1986 responded, just enough

6. Do you feel your teacher displayed much perparation___; enough preparation___; little preparation___ for your class?
(a) 54 percent or fifty of the summer school pupils in 1976 responded, much preparation
(b) 50 percent or sixty-six of the summer school pupils in 1981 responded, much preparation
(c) 50 percent or ninety-three of the summer school pupils in 1986 responded, much preparation
(d) 43 percent or thirty-nine of the summer school pupils in 1976 responded, enough preparation
(e) 42 percent or fifty-five of the summer school pupils in 1981 responded, enough preparation
(f) 44 percent or eighty-two of the summer school pupils in 1986 responded, enough preparation
(g) 3 percent or three of the summer school pupils in 1976 responded, little preparation
(h) 8 percent or eleven of the summer school pupils in 1981 responded, little preparation
(i) 6 percent or eleven of the summer school pupils in 1986 responded, little preparation

7. Do you feel your teacher was interested in you as a person?
(a) 83 percent or seventy-five of the summer school pupils in 1976 responded, yes
(b) 80 percent or one hundred seven of the summer school pupils in 1981 responded, yes
(c) 76 percent or one hundred forty-one of the summer school pupils in 1986 rsponded, yes
(d) 17 percent or fifteen of the summer school pupils in 1976 responded, no
(e) 20 percent or twenty-seven of the summer school pupils in 1981 responded, no
(f) 24 percent or forty-five of the summer school pupils in 1986 responded, no

8. What did you like least about summer school?
   1976
   (a) lack of air-conditioned rooms
   (b) length of classes

   1981
   (a) lack of air-conditioned rooms
   (b) length of classes

   1986
   (a) too much homework
   (b) length of classes

9. What did you like most about summer school?
   1976
   (a) individual attention given to pupil by teachers and administration
   (b) opportunity for pupils to accelerate

   1981
   (a) individual attention given to pupils by teachers and administration
   (b) opportunity for pupils to accelerate

   1986
   (a) individual attention given to pupils by teachers and administration
   (b) chance to take additional courses

10. Do you feel your class time was too long____; too short____; enough time ____?
   (a) 16 percent or fifteen of the summer school pupils in 1976 responded, too long
   (b) 37 percent or fifty of the summer school pupils in 1981 responded, too long
   (c) 46 percent or eighty-five of the summer school pupils in 1986 responded, too long
   (d) 4 percent or four of the summer school pupils in 1976 responded, too short
   (e) 3 percent or four of the summer school pupils in 1981 responded, too short
   (f) 11 percent or twenty-two of the summer school pupils in 1986 responded, too short
   (g) 80 percent or seventy-four of the summer school pupils in 1976 responded, enough
   (h) 60 percent or eighty-one of the summer school pupils in 1981 responded, enough
   (i) 43 percent or eighty of the summer school pupils in 1986 responded, enough

11. Would you like to make the hours of summer school longer and have more vacation between winter and summer school? Yes____, No____
   (a) 79 percent or seventy-one of the summer school pupils in 1976 responded, yes

(b) 29 percent or thirty-nine of the summer school pupils in 1981 responded, yes
(c) 35 percent or sixty-five of the summer school pupils in 1986 responded, yes
(d) 21 percent or twenty of the summer school pupils in 1977 responded, yes
(e) 71 percent or ninety-six of the summer school pupils in 1981 responded, no
(f) 65 percent or one hundred twenty-one of the summer school pupils in 1986 responded, no

12. Did you find your class interesting _____; intersting sometimes_____; usually boring_____?
(a) 63 percent or fifty-seven of the summer school pupils in 1976 responded, interesting
(b) 38 percent or fifty-one of the summer school pupils in 1981 responded, interesting
(c) 28 percent or fifty-one of the summer school pupils in 1986 responded, interesting
(d) 25 percent or twenty-three of the summer school pupils in 1976 responded, interesting sometimes
(e) 47 percent or sixty-three of the summer school pupils in 1981 responded, interesting sometimes
(f) 56 percent or one hundred four of the summer school pupils in 1986 responded, interesting sometimes
(g) 11 percent or twelve of the summer school pupils in 1976 responded, usually boring
(h) 15 percent or twenty-one of the summer school pupils in 1981 responded, usually boring
(i) 16 percent or thirty of the summer school pupils in 1986 responded, usually boring

13. Are you taking a new subject _____; repeat subject____?
(a) 52 percent or forty-six of the summer school pupils in 1976 responded, new subject
(b) 58 percent or eighty of the summer school pupils in 1981 responded, new subject
(c) 56 percent or one hundred six of the summer school pupils in 1986 responded, new subject
(d) 48 percent or forty-two of the summer school pupils in 1976 responded, repeat subject
(e) 42 percent or fifty-seven of the summer school pupils in 1981 responded, repeat subject
(f) 44 percent or eighty-five of the summer school pupils in 1986 responded, repeat subject

14. Do you think more___: less___; enough___; variety in courses should be offered in the summer program?
    (a) 48 percent or forty-five of the summer school pupils in 1976 responded, more
    (b) 46 percent or sixty-one of the summer school pupils in 1981 responded, more
    (c) 56 percent or one hundred four of the summer school pupils in 1986 responded, more
    (d) 2 percent or two of the summer school pupils in 1976 responded, less
    (e) 6 percent or eight of the summer school pupils in 1981 responded, less
    (f) 4 percent or seven of the summer school pupils in 1986 responded, less
    (g) 50 percent or forty-six of the summer school pupils in 1976 responded, enough
    (h) 48 percent or sixty-five of the summer school pupils in 1981 responded, enough
    (i) 40 percent or seventy-five of the summer school pupils in 1986 responded, enough

15. If you could make one good suggestion for summer school, it would be:
    1976
    (a) air-conditioned classrooms
    (b) increase the number of class meetings in the community
    (c) increase experience or "hands-on" projects

    1981
    (a) air-conditioned classrooms
    (b) none, it's great
    (c) separate classes for repeaters

    1986
    (a) have more summer activities
    (b) increased variety in subject offering
    (c) lunch period

B. The results of the attitude survey as revealed by questionnaire and completed by 373 of the 453, 338 of the 439 and by 383 of the 431 regular, day-school pupils in grades nine through twelve concerning the acceptance of the four-quarter system during the periods June 15, 1976 to June 15, 1977, June 15, 1981 to June 15, 1982 and June 15, 1986 to June 15, 1987, respectively, reveal the folloiwng information (appendices M, M-1, and M-2)

    1. On the whole, how would you rate the public schools in Buena Vista?
        (a) 6 percent or twenty of the 1977 regular day pupils responded, excellent

((77

(b) 6 percent or twenty of the 1982 regular day pupils responded, excellent
(c) 14 percent or fifty-six of the 1987 regular day pupils responded, excellent
(d) 45 percent or one hundred thirty-nine of the 1977 regular day pupils responded, good
(e) 52 percent or one hundred seventy-five of the 1982 regular day pupils responded, good
(f) 57 percent or two hundred eighteen of the 1987 regular day pupils responded, good
(g) 37 percent or one hundred fifteen of the 1977 regular day pupils responded, fair
(h) 24 percent or one hundred fourteen of the 1982 regular day pupils rsponded, fair
(i) 23 percent or eighty-seven of the 1987 regular day pupils responded, fair
(j) 4 percent or fifteen of the 1977 regular day school pupils respnded, poor
(k) 4 percent or fifteen of the 1982 regular day pupils responded, poor
(l) 3 percent or eleven of the 1987 regular day pupils responded, poor
(m) 4 percent or twelve of the 1977 regular day school pupils responded, no opinion
(n) 4 percent or fourteen of the 1982 regular day school pupils responded, no opinion
(o) 3 percent or eleven of the 1987 regular day school pupils responded, no opinion

2. What are the things that you especially like about the public schools in Buena Vista?

1977
(a) quarter system
(b) individualized attention
(c) close pupil/teacher relationship
(d) good faculty
(e) good administration

1982
(a) quarter system
(b) individualized attention
(c) close pupil/teacher relationship
(d) good faculty
(e) good administration

1987
(a) quarter system
(b) good academic program
(c) good faculty
(d) close pupil/teacher relationship

(e) easy to get involved in a small school

3. What are the things you don't especially like about the school here?

1977
(a) teachers don't expect enough of pupils
(b) teachers not involved
(c) appearance of school (cleanliness)
(d) disinterested pupils hamper those who want to learn
(e) punishment for skipping classes should be increased

1982
(a) need ability grouping
(b) limited curriculum
(c) heating system
(d) old building
(e) too strict

1987
(a) calling home when pupil is absent
(b) lack of proper heat regulation
(c) support for fine arts program
(d) having to remain on school premises during lunch period

4. Quality of teaching:
(a) 12 percent or forty-four of the 1977 regular day pupils responded, very satisfied
(b) 14 percent or forty-eight of the 1982 regular day pupils responded, very satisfied
(c) 26 percent or ninety-one of the 1987 regular day pupils responded, very satisfied
(d) 57 percent or two hundred four of the 1977 regular day pupils responded, somewhat satisfied
(e) 51 percent or one hundred seventy of the 1982 regular day pupils responded, somewhat satisfied
(f) 51 percent or one hundred seventy-seven of the 1987 regular day pupils responded, somewhat satisfied
(g) 15 percent or fifty-three of the 1977 regular day pupils responded, neither satisfied nor disatisfied
(h) 20 percent or sixty-seven of the 1982 regular day pupils responded, neither satisfied nor dissatisfied
(i) 16 percent or fifty-six of the 1987 regular pupils responded, neither satisfied nor dissatisfied

(j) 8 percent or thirty-one of the 1977 regular day pupils responded, somewhat dissatisfied
(k) 8 percent or twenty-six of the 1982 regular day pupils responded, somewhat dissatisifed
(l) 2 percent or six of the 1987 regular day pupils responded, somewhat dissatisfied
(m) 3 percent or nine of the 1977 regular day pupils responded, very dissatisfied
(n) 5 percent or eighteen of the 1982 regular day pupils responded, very dissatisfied
(o) 3 percent or ten of the 1987 regular day pupils responded, very dissatisfied
(p) 5 percent or seventeen of the 1977 regular day pupils responded, don't know
(q) 2 percent or seven of the 1982 regular day pupils responded, don't know
(r) 2 percent or nine of the 1987 regular day pupils responded, don't know

5. Subjects taught (curriculum)
(a) 22 percent or eighty-two of the 1977 regular day pupils responded, very satisfied
(b) 21 percent or seventy-two of the 1982 regular day pupils responded, very satisfied
(c) 33 percent or one hundred seventeen of the 1987 regular day pupils responded, very satisfied
(d) 54 percent or one hundred ninety-eight of the 1977 regular day pupils responded, somewhat satisfied
(e) 56 percent or one hundred eighty-seven of the 1982 regular day pupils responded, somewhat satisfied
(f) 51 percent or one hundred eighty-three of the 1987 regular day pupils responded, somewhat satisfied
(g) 13 percent or forty-nine of the 1977 regular day pupils responded, neither satisfied nor dissatisfied
(h) 17 percent or fifty-eight of the 1982 regular day pupils responded, neither satisfied nor dissatisfied
(i) 13 percent or forty-five of the 1987 regular day pupils responded neither satisfied nor dissatisfied
(j) 7 percent or twenty-four of the 1977 regular day pupils responded, somewhat dissatisfied

(k) 5 percent or eighteen of the 1982 regular day pupils responded, somewhat dissatisfied
(l) 3 percent or ten of the 1987 regular day pupils responded, somewhat dissatisfied
(m) 2 percent or eight of the 1977 regular day pupils responded, very dissatisfied
(n) 1 percent or one of the 1982 regular day pupils responded, very dissatisfied
(o) 1 percent or one of the 1987 regular day pupils responded, very dissatisfied
(p) 2 percent or eight of the 1977 regular day pupils responded, don't know
(q) 0 percent or none of the 1982 regular day pupils responded, don't know
(r) 0 percent or none of the 1987 regular day pupils responded, don't know

6. School building condition (appearance)
(a) 6 percent or twenty-two of the 1977 regular day pupils responded, very satisfied
(b) 3 percent or nine of the 1982 regular day pupils responded, very satisfied
(c) 4 percent or fourteen of the 1987 regular day pupils responded, very satisfied
(d) 23 percent or ninety of the 1977 regular day pupils responded, somewhat satisfied
(e) 24 percent or eighty of the 1982 regular day pupils responded, somewhat satisfied
(f) 18 percent or sixty-four of the 1987 regular day pupils responded, somewhat satisfied
(g) 21 percent or eighty-one of the 1977 regular day school pupils responded, neither satisfied nor dissatisfied
(h) 18 percent or sixty-three of the 1982 regular day pupils responded, neither satisfied nor dissatisfied
(i) 25 percent or ninety of the 1987 regular day pupils responded, neither satisfied nor dissatisfied
(j) 29 percent or one hundred thirteen of the 1977 regular day pupils responded, somewhat dissatisfied
(k) 30 percent or one hundred one of the 1982 regular day pupils responded, somewhat dissatisfied
(l) 32 percent or one hundred sixteen of the 1987 regular day pupils responded, somewhat dissatisfied
(m) 20 percent or seventy-six of the 1977 regular day pupils responded, very dissatisfied

(n) 25 percent or eighty-seven of the 1982 regular day pupils responded, very dissatisfied
(o) 20 percent or seventy-one of the 1987 regular day pupils responded, very dissatisfied
(p) 1 percent or four of the 1977 regular day pupils responded, don't know
(q) 0 percent or none of the 1982 regular day pupils responded, don't know
(r) 1 percent or two of the 1987 regular day pupils responded, don't know

7. Size of classes (pupil-teacher ratio)
(a) 31 percent or one hundred eighteen of the 1977 regular day pupils responded, very satisfied
(b) 31 percent or one hundred six of the 1982 regular day pupils responded, very satisfied
(c) 39 percent or one hundred forty of the 1987 regular day pupils responded, very satisfied
(d) 49 percent or eighty-four of the 1977 regular day pupils responded, somewhat satisfied
(e) 51 percent or one hundred seventy-six of the 1982 regular day pupils responded, somewhat satisfied
(f) 41 percent or one hundred forty-four of the 1986 regular day pupils responded, somewhat satisfied
(g) 14 percent or fifty-one of the 1977 regular day pupils responded, neither satisfied nor dissatisfied
(h) 10 percent or thirty-three of the 1982 regular day pupils responded, neither satisfied nor dissatisfied
(i) 14 percent or forty-eight of the 1987 regular day pupils responded, neither satisfied nor dissatisfied
(j) 3 percent or twelve of the 1977 regular day pupils responded, somewhat dissatisfied
(k) 3 percent or eleven of the 1982 regular day pupils responded, somewhat dissatisfied
(l) 2 percent or eight of the 1987 regular day pupils responded somewhat dissatisfied
(m) 2 percent or nine of the 1977 regular day pupils responded, very dissatisfied
(n) 12 percent or twelve of the 1982 regular day pupils responded, very dissatisfied

(o) 3 percent or twelve of the 1987 regular day pupils responded, very dissatisfied
(p) 1 percent or five of the 1977 regular day pupils responded, don't know
(q) 1 percent or five of the 1982 regular day pupils responded, don't know
(r) 1 percent or three of the 1987 regular day pupils responded, don't know

8. Behavior of students in school
(a) 11 percent or forty-four of the 1977 regular day pupils responded, very satisfied
(b) 13 percent or forty-four of the 1982 regular day pupils responded, very satisfied
(c) 15 percent or fifty-two of the 1987 regular day pupils responded, very satisfied
(d) 33 percent or one hundred twenty-seven of the 1977 regular day pupils responded, somewhat satisfied
(e) 40 percent or one hundred thirty-seven of the 1982 regular day pupils responded, somewhat satisfied
(f) 40 percent or one hundred forty-four of the 1987 regular day pupils responded somewhat satisfied
(g) 26 percent or ninety-nine of the 1977 regular day pupils responded, neither satisfied nor dissatisfied
(h) 26 percent or ninety of the 1982 regular day pupils responded neither satisfied nor dissatisfied
(i) 26 percent or ninety-four of the 1987 regular day pupils responded neither satisfied nor dissatisfied
(j) 19 percent or twenty-three of the 1977 regular day pupils responded, somewhat dissatisfied
(k) 12 percent or forty-three of the 1982 regular day pupils responded, somewhat dissatisfied
(l) 10 percent or thirty-four of the 1987 regular day pupils responded, somewhat dissatisfied
(m) 10 percent or thirty-seven of the 1977 regular day pupils responded, very dissatisfied
(n) 9 percent or three of the 1982 regular day pupils responded, very dissatisfied
(o) 8 percent or twenty-seven of the 1987 regular day pupils responded, very dissatisfied

(p) 1 percent or six of the 1977 regular day pupils responded, don't know
(q) 1 percent or one of the 1982 regular day pupils responded, don't know
(r) 1 percent or five of the 1987 regular day pupils responded, don't know

9. Discipline policies in the school
(a) 13 percent or fifty-one of the 1977 regular day pupils responded, very satisfied
(b) 16 percent or fifty-two of the 1982 regular day pupils responded, very satisfied
(c) 23 percent or eighty-four of the 1987 regular day pupils responded, very satisfied
(d) 38 percent or one hundred forty-six of the 1977 regular day pupils responded, somewhat satisfied
(e) 38 percent or one hundred twenty-six of the 1982 regular day pupils responded, somewhat satisfied
(f) 32 percent or one hundred thirteen of the 1987 regular day pupils responded, somewhat satisfied
(g) 23 percent or eighty-eight of the 1977 regular day pupils responded, neither satisfied nor dissatisfied
(h) 25 percent or eighty-two of the 1982 regular day pupils responded, neither satisfied nor dissatisfied
(i) 22 percent or eighty of the 1987 regular day pupils responded, neither satisfied nor dissatisfied
(j) 12 percent or forty-seven of the 1977 regular day pupils responded, somewhat dissatisfied
(k) 10 percent or thirty-five of the 1982 regular day pupils responded, somewhat dissatisfied
(l) 11 percent or thirty-eight of the 1987 regular day pupils responded, somewhat dissatisfied
(m) 11 percent or forty-four of the 1977 regular day pupils responded, very dissatisfied
(n) 10 percent or thirty-two of the 1982 regular day pupils responded, very dissatisfied
(o) 10 percent or thirty-seven of the 1987 regular day pupils responded, very dissatisfied
(p) 3 percent or ten of the 1977 regular day pupils responded, don't know

(q) 1 percent or five of the 1982 regular day pupils responded, don't know
(r) 2 percent or six of the 1987 regular day pupils responded, don't know

10. Administration (management of the schools)
(a) 17 percent or sixty-seven of the 1977 regular day pupils responded, very satisfied
(b) 18 percent or sixty-one of the 1982 regular day pupils responded, very satisfied
(c) 24 percent or eighty-three of the 1987 regular day pupils responded, very satisfied
(d) 43 percent or one hundred sixty-six of the 1977 regular day pupils responded, somewhat satisfied
(e) 44 percent or one hundred forty-eight of the 1982 regular day pupils responded, somewhat satisfied
(f) 41 percent or one hundred forty-four of the 1987 regular day pupils responded, somewhat satisfied
(g) 20 percent or seventy-seven of the 1977 regular day pupils responded, neither satisfied nor dissatisfied
(h) 23 percent or seventy-eight of the 1982 regular day pupils responded, neither satisfied nor dissatisfied
(i) 20 percent or seventy-two of the 1987 regular day pupils responded, neither satisfied nor dissatisfied
(j) 11 percent or forty of the 1977 regular day pupils responded, somewhat dissatisfied
(k) 10 percent or thrty-five of the 1982 regular day pupils responded, somewhat dissatisfied
(l) 8 percent or twenty-eight of the 1987 regular day pupils responded, somewhat dissatisfied
(m) 8 percent or twenty-nine of the 1977 regular day pupils responded, very dissatisifed
(n) 3 percent or nine of the 1982 regular day pupils responded, very dissatisfied
(o) 5 percent or seventeen of the 1987 regular day pupils responded, very dissatisfied
(p) 1 percent or four of the 1977 regular day pupils responded, don't know
(q) 2 percent or seven of the 1982 regular day pupils responded, don't know

(r) 2 percent or nine of the 1987 regular day pupils responded, don't know

11. How well do you think the quarter plan has worked in your school?
    (a) 32 percent or one hundred nineteen of the 1977 regular day pupils responded, excellent
    (b) 36 percent or one hundred twenty-three of the 1982 regular day pupils responded, excellent
    (c) 52 percent or one hundred eighty-three of the 1987 regular day pupils responded, excellent
    (d) 44 percent or one hundred sixty-one of the 1977 regular day pupils responded, good
    (e) 45 percent or one hundred fifty-two of the 1982 regular day pupils responded, good
    (f) 35 percent or one hundred twenty-three of the 1987 regular day pupils responded, good
    (g) 20 percent or seventy-three of the 1977 regular day pupils responded, fair
    (h) 13 percent or forty-three of the 1982 regular day pupils responded, fair
    (i) 9 percent or thirty-three of the 1987 regular day pupils responded, fair
    (j) 3 percent or eleven of the 1977 regular day pupils responded, poor
    (k) 3 percent or ten of the 1982 regular day pupils responded, poor
    (l) 1 percent or five of the 1987 regular day pupils responded, poor
    (m) 1 percent or three of the 1977 regular day pupils responded, no opinion
    (n) 3 percent or nine of the 1982 regular day pupils responded, no opinion
    (o) 3 percent or nine of the 1987 regular day pupils responded, no opinion

12. In your opinion, what are the advantages of the quarter plan, year-round school?
    (a) 19 percent or eighty-three of the 1977 regular day pupils responded that an advantage is the additional course offerings
    (b) 16 percent or sixty of the 1982 regular day pupils responded that an advantage is the additional course offerings
    (c) 22 percent or one hundred six of the 1987 regular day pupils responded that an advantage is the additional course offerings

(d) 17 percent or seventy-four of the 1977 regular day pupils responded that an advantage of the quarter plan is more community/student involvement in the school program

(e) 11 percent or forty-four of the 1982 regular day pupils responded that an advantage of the quarter plan is more community/student involvement in the school program

(f) 15 percent or seventy-three of the 1987 regular day pupils responded that an advantage of the quarter plan is more community/student involvement in the school program

(g) 17 percent or seventy-four of the 1977 regular day pupils responded that an advantage of the quarter plan is more community/student involvement in the school program

(h) 20 percent or seventy-six of the 1982 regular day pupils responded that an advantage of the quarter plan is the offering of a better educational program

(i) 24 percent or one hundred fourteen of the 1987 regular day pupils responded that an advantage of the quarter plan is the offering of a better educational program

(j) 13 percent or fifty-eight of the 1977 regular day pupils responded that an advantage of the quarter plan is updated instructional technique utilization by teachers

(k) 10 percent or thirty-seven of the 1982 regular day pupils responded that an advantage of the quarter plan is updated instructional technique utilization by teachers

(l) 10 percent or forty-nine of the 1987 regular day pupils responded that an advantage of the quarter plan is updated instructional technique utilization by teachers

(m) 12 percent or fifty-one of the 1977 regular day pupils responded that an advantage of the quarter plan is the year-round utilization of facilities

(n) 6 percent or twenty-one of the 1982 regular day pupils responded that an advantage of the quarter plan is the year-round utilization of facilities

(o) 8 percent or thirty-seven of the 1987 regular day pupils responded that an advantage of the quarter plan is the year-round utilization of facilities

(p) 13 percent or fifty-eight of the 1977 regular day pupils responded that they are undecided
(q) 28 percent or one hundred seven of the 1982 regular day pupils responded that they are undecided
(r) 11 percent or fifty-one of the 1987 regular day pupils responded that they are undecided

13. The decreased length of time between final grades
(a) 79 percent or two hundred sixty-eight of the 1977 regular day pupils responded, advantage
(b) 70 percent or two hundred twenty-one of the 1982 regular day pupils responded, advantage
(c) 82 percent or two hundred sixty-two of the 1987 regular day pupils responded, advantage
(d) 21 percent or seventy-two of the 1977 regular day pupils responded, disadvantage
(e) 30 percent or ninety-six of the 1982 regular day pupils responded, disadvantage
(f) 18 percent or fifty-six of the 1987 regular day pupils responded, disadvantage

14. The opportunity to make up failed or missed courses in the summer program, tuition free
(a) 96 percent or three hundred twenty-seven of the 1977 regular day pupils responded, advantage
(b) 94 percent or three hundred fifteen of the 1982 regular day pupils responded, advantage
(c) 97 percent or three hundred forty-nine of the 1987 regular day pupils responded, advantage
(d) 4 percent or fifteen of the 1977 regular day pupils responded, disadvantage
(e) 6 percent or fifteen of the 1982 regular day pupils responded, disadvantage
(f) 3 percent or twelve of the 1987 regular day pupils responded, disadvantage

15. The opportunity to take a quarter, two quarters or full unit of work in the summer program
(a) 95 percent or three hundred twenty-seven of the 1977 regular day pupils responded, advantage

(b) 96 percent or three hundred twenty of the 1982 regular day pupils responded, advantage
(c) 98 percent or three hundred forty-nine of the 1987 regular day pupils responded, advantage
(d) 5 percent or sixteen of the 1977 regular day pupils responded, disadvantage
(e) 4 percent or thirteen of the 1982 regular day pupils responded, disadvantage
(f) 2 percent or six of the 1987 regular day pupils responded, disadvantage

16. The opportunity to enter school four times during the year
(a) 87 percent or two hundred ninety-nine of the 1977 regular day pupils responded, advantage
(b) 87 percent or two hundred eighty-three of the 1982 regular day pupils responded, advantage
(c) 88 percent or three hundred eight of the 1987 regular day pupils responded, advantage
(d) 13 percent or forty-one of the 1977 regular day pupils responded, disadvantage
(e) 13 percent or forty-four of the 1982 regular day pupils responded, disadvantage
(f) 12 percent or forty-four of the 1987 regular day pupils responded, disadvantage

17. The opportunity to shorten the time required to complete high school
(a) 87 percent or two hundred ninety-four of the 1977 regular day pupils responded, advantage
(b) 82 percent or two hundred seventy-three of the 1982 regular day pupils responded, advantage
(c) 91 percent or three hundred twenty-five of the 1987 regular day pupils responded, advantage
(d) 13 percent or forty-one of the 1977 regular day pupils responded, disadvantage
(e) 18 percent or sixty of the 1982 regular day pupils responded, disadvantage
(f) 9 percent or thirty-one of the 1987 regular day pupils responded, disadvantage

18. What effect has the quarter system had on the amount of time you have to devote to extracurricular activities?
    (a) 26 percent or eighty-five of the 1977 regular day pupils responded, advantage
    (b) 23 percent or seventy-eight of the 1982 regular day pupils responded, advantage
    (c) 73 percent or two hundred fifty-six of the 1987 regular day pupils responded, advantage
    (d) 15 percent or forty-nine of the 1977 regular day pupils responded, disadvantage
    (e) 14 percent or forty-five of the 1982 regular day pupils responded, disadvantage
    (f) 27 percent or ninety-four of the 1987 regular day pupils responded, disadvantage
    (g) 59 percent or one hundred ninety-three of the 1977 regular day pupils responded, no effect
    (h) 63 percent or two hundred eleven of the 1982 regular day pupils responded, no effect
    (i) 0 percent or none of the 1987 regular day pupils responded, no effect

19. Do you feel there is sufficient time allotted to each course to cover the material required?
    (a) 78 percent or two hundred sixty of the 1977 regular day pupils responded, yes
    (b) 72 percent or two hundred forty of the 1982 regular day pupils responded, yes
    (c) 86 percent or two hundred ninety-seven of the 1987 regular day pupils responded, yes
    (d) 22 percent or seventy-four of the 1977 regular day pupils responded, no
    (e) 28 percent or ninety-three of the 1982 regular day pupils responded, no
    (f) 14 percent or forty-seven of the 1987 regular day pupils responded, no

20. In comparison with the (September to June) nine-month school year, do you think the quarter plan provides a better overall education for a student?
    (a) 45 percent or one hundred fifty of the 1977 regular day pupils responded, provides a better education
    (b) 34 percent or one hundred twelve of the 1982 regular day pupils responded, provides a better education

(c) 46 percent or one hundred fifty-seven of the 1987 regular day pupils responded, provides a better education
(d) 41 percent or one hundred thirty-eight of the 1977 regular day pupils responded, about the same
(e) 47 percent or one hundred fifty of the 1982 regular day pupils responded, about the same
(f) 40 percent or one hundred thirty-eight of the 1987 regular day pupils responded, about the same
(g) 6 percent or twenty-one of the 1977 regular day pupils responded, not as good
(h) 5 percent or eighteen of the 1982 regular day pupils responded, not as good
(i) 5 percent or nineteen of the 1987 regular day pupils responded, not as good
(j) 8 percent or twenty-eight of the 1977 regular day pupils responded, could not say
(k) 14 percent or forty-five of the 1982 regular day pupils responded, could not say
(l) 9 percent or thirty-one of the 1987 regular day pupils responded, could not say

21. How about your family vacation planning? Has the quarter plan resulted in any serious problems in arranging vacations?
(a) 16 percent or fifty-three of the 1977 regular day pupils responded, yes
(b) 12 percent or thirty-eight of the 1982 regular day pupils responded, yes
(c) 19 percent or sixty-seven of the 1987 regular day pupils responded, yes
(d) 84 percent or two hundred eighty-three of the 1977 regular day pupils responded, no
(e) 88 percent or two hundred seventy-eight of the 1982 regular day pupils responded, no
(f) 81 percent or two hundred eighty-two of the 1987 regular day pupils responded, no

22. Do you favor the continuation of the quarter/year round school for Parry McCluer High School?
(a) 80 percent or one hundred ninety-eight of the 1977 regular day pupils responded, yes
(b) 90 percent or two hundred sixty-three of the 1982 regular day pupils responded, yes
(c) 88 percent or three hundred two of the 1987 regular day pupils responded, yes

(d) 20 percent or forty-nine of the 1977 regular day pupils responded, no
(e) 10 percent or twenty-nine of the 1982 regular day pupils responded, no
(f) 12 percent or forty-one of the 1987 regular day pupils responded, no

9. To report by computation a 20 percent attendance of the 551, 380 and 345 pupils under eighteen years of age attended the fourth quarter in 1976, 1981, and 1986 respectively, as compared to 1.8 percent or nine of the 513 pupils during a previous year when only the traditional summer school program was available (Table 6 and Appendix D)

A. 25 percent or one hundred thirty-eight of the 551 regular day pupils in grades eight through twelve under eighteen years of age attended the fourth quarter during the summer of 1976

B. 46 percent or one hundred seventy-five of the 380 regular day pupils in grades nine through twelve under eighteen years of age attended the fourth fourth quarter during the summer of 1981

C. 60 percent or two hundred eight of the 345 regular day pupils in grades nine through twelve under eighteen years of age attended the fourth quarter quarter during the summer of 1986

D. 1.8 percent or nine of the 513 regular day pupils in grades eight through twelve under eighteen years of age attended the traditional summer school during a previous year when only the traditional summer school program was available

10. To report by computation that during the periods June 15, 1976 to June 15, 1977, June 15, 1981 to June 15, 1982, and June 15, 1986 to June 15, 1987 respectively, of the newly-developed and installed summer program all of the 465, 439 and 431 respectively, day pupils in grades nine through twelve were enrolled in the four-quarter system during the regular school year

A. 100 percent of the day pupils in grades nine through twelve were enrolled in the quarter system during the regular school years of 1976-77, 1981-82, and 1985-86

Note: In the course of acquiring the data for the evaluation of the quarter plan, a number of related questions were asked. This information is not directly related to this report, but is included in the appendices.

Side Effects

Normally, the student, drop-out rate reaches its highest level during the spring. In the quarter system, with each quarter being an independent unit of classwork, the pupils have a new or independent start at the beginning of the spring quarter. Further, social promotions by the teachers are limited as the summer quarter offered remediation for the slow learner.

The faculty has been appreciative of the opportunity for summer employment. During the summer of previous years, the faculty had to work in non-related or minimal jobs. This program provided a needed, summer wage or supplement for teachers. Also, teachers have maintained their professional dignity by teaching. Certain faculty members expressed concern that the program would become mandatory thus interfering with the summer activities; however, this concern has been negated during the five-year implementation of the program.

The local industries close during the week of July 4. The school calendar has been adjusted to cooperate with industry, with both the students and parents observing the same vacation schedule.

Since the implementation of the tuition-free, year-round program, the mandatory tests of minimum competecny have been introduced as a requirement for graduation from high school. The summer program has provided a needed remedial program for improving student competencies in the high school. Further, 97 percent of the seniors in each year since implementation of minimum competencies have passed the mathematics and reading tests. The academic course students remain the greatest problem for completion of the high school graduation requirements. The statewide drop-out rate has remained constant at 3.4 percent during the implementation of the four-quarter program.

In 1985-86, the Buena Vista eleventh graders exceeded the national percentile in all areas of the Virginia mandated SRA Achievement Tests. The

school division has increased its scores in all seven areas since the inception of mandated SRA Achievement Testing in 1974. In 1986 as compared to the 1974 base for SRA testing, the school division's eleventh grade test scores have increased 12 percentile points in Reading, 16 percentile points in Mathematics, 12 percentile points in Language Arts, 14 percentile points in Social Studies, 19 percentile points in Science and 20 percentile points in Educational Ability. 98.9 percent of the Buena Vista pupils passed the mandated graduation state competency in Reading and Mathematics in 1985-86. In 1983, Buena Vista was the only city in Virginia in which 100 percent of its students passed the required graduation state competency tests in Reading and Mathematics.

INSTITUTIONALIZATION

The development and implementation of the four-quarter system in Buena Vista during the period from June 15, 1976 to June 15, 1982 proceeded with the intention and purpose that the quarter program would become an integral part of the daily operation of the schools in grades nine through twelve. This report provided the information necessary to show the acceptance of the year-round schools to include a recommendation from the administration, faculty, and pupils for the institutionalization during the ensuring years by approval of the Buena Vista City School Board of adequate funds in the 1982-83 school budget for continuation of the four-quarter system.

PROGRAM CITATIONS AND FURTHER APPLICATION

The school board, superintendent, director of instruction and principals have made themselves available to explain and present the Extended School Year or four-quarter program statewide and nationally. The Buena Vista Extended School Year Plan that provides twelve-month schooling with a tuition free quarter system has received wide media coverage from national, state, and local television, newsprint, educational publications, magazines, and visitors from as far away as Washington State.

The Buena Vista Program has been cited by the Virginia School Board Newsletter, December 1987; Newsweek, October 26, 1987; ASCD Update, published by the Association for Supervision and Curriculum Development, November 1986; The Christian Science Monitor, March 4, 1986; The News and Daily Advance, Lynchburg, Virginia, Februry 8, 1986; Education USA, January 27, 1986; Roanoke Times and World News, January 19, 1986; USA Today, January 14, 1986, and August 13, 1986; The Wall Street Journal, January 8, 1986; The Valley Educator, published by James Madison University, Fall 1985; and in Time Magazine, August 12, 1985.

In 1986, the program received the Virginia Polytechnic Institute and State University Excellence in Education Award, and in 1983, the program was cited by the Virginia Education Research Association for significant research inthe field of education.

The Buena Vista Extended School-Year Plan has been presented at the local, state, regional and national levels. The National, State and Regional presenttions include the Southern Association of Colleges and Schools (1986), National Association of Secondary School Principals (1986), National Association for Year-Round Education (1986, 1987), and the Virginia School Board Administrator joint Governor's Conference for Educational Excellence

(1987).

In 1976, this program was one of five in Virginia approved by the Research Division of the State Department of Education, and in 1987 the Buena Vista Extended School-Year Plan is the only operation quarter system in the state of Virginia.

SUGGESTED FOLLOW-UP

The Buena Vista Extended School Year Quarter Plan in grades nine through twelve has been monitored by the administration and school board to determine the continued success of the program. The monitoring has included administrative conferences with the director of instruction, principals, teachers, and students for the continued improvement of the development of the quarter system.

In addition, the administrators have attended in-service conferences to seek improved management procedures for the newly-developed quarter system in the Buena Vista City Public Schools.

APPENDIX A

ENROLLMENT DURING FOURTH QUARTER OF 1976, 1981, and 1986
AS COMPARED TO A PREVIOUS YEAR
WHEN THE TREATMENT WAS UNAVAILABLE

Grade	Actual Summer School Attendance-1969	Actual Enrollment			Promotion			Remediation			Acceleration			Enrichment		
		1976	1981	1986	1976	1981	1986	1976	1981	1986	1976	1981	1986	1976	1981	1986
8	1	27	22	27	3	0	0	15	1	0	0	13	26	9	8	1
9	4	45	72	83	2	13	24	9	20	36	2	31	26	32	8	5
10	3	37	38	55	2	2	6	17	26	29	1	6	10	17	4	2
11	4	47	47	54	0	0	0	8	32	26	4	15	24	35	0	3
12	4	3	9	12	3	9	12	0	0	0	0	0	1	0	0	0
Total	16	159	188	231	10	24	42	49	79	91	7	65	87	93	20	11

	ADM	Enrollment	% Summer Attendance
1975-76 (8-12)	537	580	27%
1980-81 (9-12)	418	439	43%
1985-86 (9-12)	400	431	54%

APPENDIX B

SUBJECT FAILURES IN THE BUENA VISTA CITY PUBLIC SCHOOLS DURING THE REGULAR 1975-76, 1980-81, and 1985-86 SESSIONS

GRADE	SUBJECTS FAILED																				
	Math			Science			Social Studies			English			Other			Attended Summer School			Passed Summer School		
	1975-1976 Term	1980-1981 Qtr.	1985-1986 Qtr.	1975-1976 Term	1980-1981 Qtr.	1985-1986 Qtr.	1975-1976 Term	1980-1981 Qtr.	1985-1986 Qtr.	1975-1976 Term	1980-1981 Qtr.	1985-1986 Qtr.	1975-1976 Term	1980-1981 Qtr.	1985-1986 Qtr.	1975-1976 Term	1980-1981 Qtr.	1895-1986 Qtr.	1975-1976 Term	1980-1981 Qtr.	1985-1986 Qtr.
8	7	-	-	18	-	-	3	-	-	8	-	-	10	-	-	17	-	-	15	-	-
9	13	51	45	4	56	38	9	33	19	4	42	26	10	19	40	9	160	53	9	129	53
10	13	30	33	0	0	6	4	3	8	7	18	13	22	31	4	17	40	38	17	31	38
11	21	36	17	9	10	7	4	16	20	7	29	16	8	13	10	18	51	27	18	40	26
12	9	0	2	0	0	0	0	24	11	1	11	5	4	0	0	0	30	11	0	28	10
Total	63	117	97	31	66	51	20	76	58	27	100	60	54	63	54	61	281	129	59	228	127

Total 1975-76 Subject Failures 195 Total 8-12 Enrollment 580
Total 1980-81 Quarter Failures 422 Total 9-12 Enrollment 439
Total 1985-86 Quarter Failures 320 Total 9-12 Enrollment 431

Sixty-three of the 195 term subject failures in grades eight through twelve were in math in 1975-76, but the pupils were no retained in a grade.

One hundred seventeen of the quarter subject failures in grades nine through twelve were in math in 1980-81, but the pupil were not retained in a grade.

Ninety-seven of the three hundred twenty subject failures in grades nine through twelve were in math in 1985-86, but th pupils were not retained in a grade.

Thirty-one of the 195 term subject failures in grades eight through twelve were in science in 1975-76, but the pupils wer not retained in a grade.

Sixty-six of the 422 quarter subject failures in grades nine through twelve were in science in 1980-81, but the pupils wer not retained in a grade.

Fifty-one of the 320 quarter subject failures in grades nine through twelve were in science in 1985-86, but the pupils wer not retained in a grade.

Twenty of the 195 term subject failures in grades eight through twelve were in social studies in 1975-76, but the pupils were not retained in a grade.

Seventy-six of the 422 quarter failures in grades nine through twelve were in social studies in 1980-81, but the pupils were not retained in a grade.

Fifty-eight of the 320 quarter failures in grades nine through twelve were in social studies in 1985-86, but the pupils were not retained in a grade.

Twenty-seven of the 195 term subject failures in grades nine through twelve were in English in 1980-81, but the pupils were not retained in a grade.

One hundred of the 422 quarter subject failures in grades nine through twelve were in English in 1980-81, but the pupils were not retained in a grade.

Sixty of the 320 quarter subject failures in grades nine through twelve were in English in 1985-86, but the pupils were not retained in a grade.

Fifty-four of the 195 term subject failures in grades eight through twelve in 1975-76 were in subjects other than math, science, social studies, and English, but the pupils were not retained in a grade.

Sixty-three of the 422 quarter subject failures in grades nine through twelve in 1980-81 were in subjects other than math, science, social studies, and English, but were not retained in a grade.

Fifty-four of the 320 quarter subject failures in grades nine through twelve in 1985-86 were in subjects other than math, science, social studies and English, but were not retained in a grade.

Sixty-one of the 195 term subject failures in grades eight thorugh twelve in 1975-76 attended fourth quarter (summer school).

Two hundred eighty-one of the 422 quarter subject failures in grades nine through twelve in 1980-81 attended the fourth quarter (summer school) and passed the repeat subject.

One hundred twenty-seven of the 320 quarter subject failures in grades nine through twelve in 1985-86 attended fourth quarter (summer school) and passed the repeat subject.

Fifty-nine of the 195 term subject failures in grades eight through twelve in 1975-76 attended fourth quarter (summer school) and passed the repeat subject.

Two hundred twenty-eight of the 422 quarter subject failures in grades nine through twelve in 1980-81 attended fourth quarter (summer school) and passed the repeat subject.

One hundred twenty-seven of the 320 quarter subject failures in grades nine through twelve in 1985-86 attended fourth quarter (summer school) and passed the repeat subject.

One term subject failures equals three quarter subject failures.

The 422 quarter subject failures in 1980-81 in grades nine through twelve were the equivalent of 140 term subject failures in 1975-76.

The 320 quarter subject failures in 1985-86 in grades nine through twelve were the equivalent of 106 term subject failures in 1985-86.

Subject failures (11 in 1980-81 and 14 in 1985-86) in the eight grade repeat the entire grade in the middle school concept.

APPENDIX C

GRADE FAILURES IN THE BUENA VISTA CITY PUBLIC SCHOOLS DURING THE REGULAR 1975-76, 1980-81, AND 1985-86 SESSIONS

Subject Failures of Pupils Failing the Grade in 1975-76, 1980-81, and 1985-86

	Grade Failures			Math			Science			Studies			English			Other			Attended Summer School			Passed Summer School		
Grade	75-76	80-81	85-86	75-76	80-81	85-86	75-76	80-81	85-86	75-76	80-81	85-86	75-76	80-81	85-86	75-76	80-81	85-86	75-76	80-81	85-86	75-76	80-81	85-86
8	6	-	-	6	-	-	6	-	-	2	-	-	2	-	-	6	-	-	3	-	-	3	-	-
9	4	16	41	3	10	30	2	15	27	2	2	13	3	11	20	5	1	33	2	12	24	2	9	18
10	3	2	11	1	0	3	-	-	2	2	1	-	3	2	3	2	-	1	2	2	6	2	1	4
11	2	-	2	1	-	-	-	-	-	1	-	-	2	-	-	2	-	-	-	-	-	-	-	-
12	4	11	11	2	-	3	-	-	-	3	10	12	1	1	6	1	-	-	3	8	12	3	8	11
Total	19	29	63	3	10	36	8	15	29	10	13	25	11	14	29	16	1	34	10	22	42	10	18	33

Total Enrollment for 1975-76 - 580 pupils
Total Enrollment for 1980-81 - 439 pupils
Total Enrollment for 1985-86 - 431 pupils

Note:

The Buena Vista School System had nineteen of the 580 pupils retained in grades eight through twelve during the 1975-76 session (excludes subject failures).

The Buena Vista School System had twenty-nine of the 439 pupils retained in grades nine through twelve during the 1980-81 session (excludes subject failures).

The Buena Vista School System had sixty-three of the 431 pupils retained in grades nine through twelve during the 1985-86 session (excludes subject failures).

Thirteen of the nineteen pupils who failed a grade failed the subject mathematics in the regular session during 1975-76.

Ten of the twenty-nine pupils who failed a grade failed the quarter subject in mathematics during the regular session i 1980-81.

Thirty-six of the sixty-three pupils who failed a grade failed the subject science during the regular session in 1985-86

Eight of the nineteen pupils who failed a grade failed the subject science during the regular session in 1975-76.

Fifteen of the twenty-nine pupils who failed a grade failed the quarter subject science during the regular session i 1985-86.

Twenty-nine of teh sixty-three pupils who failed a grade failed the quarter subject social studies during the regula session in 1975-76.

Ten of the nineteen pupils who failed a grade failed the subject social studies during the regular session in 1975-76.

Thirteen of the twenty-nine pupils who failed a grade failed the quarter subject social studies during the regula session in 1980-81.

Twenty-five of the sixty-three pupils who failed a grade failed the quarter subject social studies during the regula session in 1985-86.

Eleven of the nineteen pupils who failed a grade failed the subject English during the regular session in 1975-76.

Fourteen of the twenty-nine pupils who failed a grade failed the quarter subject English during the regular session i 198-81.

Twenty-nine of the sixty-three pupils who failed a grade failed the quarter subject English during the regular sessi during 1985-86.

Sixteen of the nineteen pupils who failed a grade failed subjects other than math, science, social studies, and Engli in 1975-76.

One of the twenty-nine pupils who failed a grade failed the quarter subject other than math, science, social studies, a English in 1980-81

Thirty-four of the the sixty-three pupils who failed a grade failed the quarter subject other than math, science, socia studies and English in 1985-86.

Ten of the nineteen pupils who failed a grade during the regular session of 1975-76 attended summer school (four quarter) for promotional purposes.

Twenty-two of the twenty-nine pupils who failed a grade during the regular session of 1980-81 atttended summer school (fourth quarter) for promotional purposes.

Forty-two of the sixty-three pupils who failed a grade during the regular session of 1985-86 attended summer school (fourth quarter) for promotional purposes.

Ten of the nineteen pupils who failed a grade during the regular session of 1975-76 attended summer school (fourth quarter) for promotional purposes and passed to the next grade level.

Eighteen of the twenty-nine pupils who failed a grade during the regular session of 1980-81 attended summer school (fourth quarter) for promotional purposes passed to the next grade level.

Thirty-three of sixty-three pupils who failed a grade during the regular session of 1985-86 attended summer school (fourth quarter) for promotional purposes and passed to the next grade level.

Note: Three quarter subjects in 1980-81, 1985-86 equals one regular term subject in 1976.

APPENDIX D

AGE-GRADE DISTRIBUTION OF PUPILS IN GRADES 8-12 ATTENDING SUMMER SCHOOL DURING 1975-76 SESSION
GRADES 9-12 IN 1980-81 SESSION, AND GRADES 9-12 IN 1985-86 SESSION

Grade	Age Distribution																								Total		
	13			14			15			16			17			18			19			20					
	75-76	80-81	85-86	75-76	80-81	85-86	75-76	80-81	85-86	75-76	80-81	85-86	75-76	80-81	85-86	75-76	80-81	85-86	75-76	80-81	85-86	75-76	80-81	85-86	75-76	80-81	85-86
8	87	-	-	20	-	-	15	-	-																122	-	-
9	2	-	-	78	61	73	26	46	21	4	12	10	1	3	1										111	122	103
10				3	-	-	95	54	72	29	36	22	3	4	5	2	-	1							132	95	96
11							4	1	-	89	65	69	15	36	30	1	3	4							109	105	98
12										6	1	-	74	60	64	15	35	42	5	2	8				100	98	103
Total	89	-	-	101	115	73	140	83	93	128	82	101	93	100	100	18	38	47	5	2	8				574	420	400

Summer School Enrollment

Age	1976	1981	1986
13	5	5	27
14	30	28	83
15	39	55	55
16	35	42	54
17	29	45	12
18	17	9	17
19	4	4	5
20	159	188	221

Total pupils under eighteen years of age in grades eight through twelve during 1975-76 - 551
Total pupils under eighteen years of age in grades nine through twelve during 1980-81 - 380
Total pupils under eighteen years of age in grades nine through twelve during 1985-86 - 345

Note:

Twenty-three of the 574 pupils in grades eight through twelve in Buena Vista during the 1975-76 session were at least eighteen years of age and eligible to work in the local industrial plants.

Forty of the 420 pupils in grades nine through twelve in Buena Vista during the 1980-81 session were at least eighteen years of age and eligible to work in the local industrial plants.

Fifty-five of the 400 pupils in grades nine through twelve in Buena vista during the 1985-86 session were at least eighteen years of age and eligible to work in the local industrial plants.

Five hundred fifty-one of the 574 pupils in grades eight through twelve in Buena Vista during the 1975-76 session were under eighteen years of age and ineligible to work in the industrial plants in Buena Vista as prohibited by State Law 40.1-8.

Three hundred eighty of the 420 pupils in grades nine through twelve in Buena Vista during the 1980-81 session were under eighteen years of age and ineligible to work in the industrial plants in Buena Vista as prohibited by State Law 40.1-8.

Three hundred forty-five of the 422 pupils in grades nine through twelve in Buena Vista during the 1985-86 session were under eighteen years of age and ineligible to work in the industrial plants in Buena Vista as prohibited by State Law 40.1.8.

25 percent or one hundred thirty-eight of the 551 regular day school pupils in grades eight through twelve under eighteen years of age attended the fourth quarter during the summer of 1976.

46 percent or one hundred seventy-five of the 380 regular day school pupils in grade nine through twelve under eighteen years of age attended the fourth quarter during the summer of 1981.

60 percent or two hundred eight of the 345 regular day school pupils in grades nine through twelve under eighteen years of age attended the fourth quarter during the summer of 1986.

1.8 percent or nine of the 513 regular day school pupils in grades eight through twelve under eighteen years of age attended the traditional summer school during a previous year when only the traditional summer program was available.

APPENDIX E

TIME CHART
1975-76, 1980-81, and 1985-86

	1975-76	1980-81	1985-86	
October, November	1975	1980	1985	Administration preparation of year round school budget
June to June	X	X	X	Curriculum revision to quarter system
March	X	X	X	Preliminary enrollment projection
March	X	X	X	Approval of curriculum for year round school by school board
March	X	X	X	Presentation to school board of the year round school budget
April	X	X	X	Approval of year round school budget
April	X	X	X	Establish administrative procedures for administration of year round program
May	X	X	X	Review of proposal with consultants
May	X	X	X	Public Hearing
May	X	X	X	Approval of funding by city council
June 15 to June 15	X	X	X	Administration of quarter system
August	X	X	X	Attitude survey of pupils and faculty concerning the effectiveness of the summer quarter
May	X	X	X	Attitude survey of pupils and faculty concerning the effectiveness of quarter system during the regular school year
July to September	X	X	X	Presented final report to school board on July 18, 1977, April 25, 1983, April 28, 1988
June to November	X	X	X	Write final report to include recommendation as to continuation of the year round school
November	X	X	X	Final report for state and national distribution

APPENDIX F

Buena Vista City Schools
Buena Vista, VA
24416

SCHOOL CALENDAR
1976-77

	Work Days	Teaching Days	Taught to Date
Aug. 23, 24.....New Teachers, Dept. Heads.....	2		
Aug. 25, 26, 27.....General Work Days.....	3		
Aug. 30.....First Teaching Day.....			
Sept. 6.....Labor Day - No School.....			
Sept. 17.....Work Day.....	1		
Sept. 30.....First Teacher Monthly Report.....		22	22
Oct. 12.....End of First Grading Period.....			30
Oct. 20.....Report Cards.....			
Oct. 22.....Parent-Teacher Conference Day.....	1		
Oct. 29.....Second Teacher Monthly Report.....		20	42
Nov. 22, 23, 24.....First Quarter Exams.....			
Nov. 24.....Second Grading Period.....			60
Nov. 25, 26.....Thanksgiving Holidays.....			
Nov. 30.....Third Teacher Monthly Report.....		20	62
Dec. 1.....Report Cards.....			
Dec. 21.....Fourth Teacher Monthly Report.....		15	77
Dec. 22-Jan. 2.....Christmas Holidays.....			
Jan. 3.....Return to School.....			
Jan. 19.....End Third Grading Period.....		30	90
Jan. 26.....Report Cards.....			
Jan. 28.....Parent-Teacher Conference Day.....	1		
Jan. 31.....Fifth Teacher Monthly Report.....		20	97
Feb. 28.....Sixth Teacher Monthly Report.....		20	117
Mar. 1, 2, 3.....Second Quarter Exams.....			
March 3.....End Fourth Grading Period.....			120
March 4.....Work Day.....	1		
March 9.....Report Cards.....			
March 31.....Seventh Teacher Monthly Report.....		22	139
April 7-12.....Easter Holidays.....			
April 21.....End Fifth Grading Period.....			150
April 22.....Work Day.....	1		
April 28.....Report Cards.....			
April 29.....Eighth Teacher Monthly Report.....		16	158
June 1, 2, 3.....Third Quarter Exams.....			
June 3.....End of Sixth Grading Period.....			180
June 3.....Ninth Teacher Monthly Report.....		25	180
June 5.....High School Graduation.....			
June 6, 7, 8.....General Work Days.....	3		
June 9, 10.....Dept. Heads.....	2		

Snow Days should be added after June 3 if needed.

Teaching Days	180
Work Days	15
	195

Contracts for supervisors, principals, assistant principals, vocational teachers and others employed for eleven and twelve months shall provide for such work days, holidays, hours, etc. as are set by the superintendent. Five work days for teachers may be used for planning the middle school, quarter system and K-5 programs as set by the superintendent. Points of interest in school calendar: 1. There are 180 teaching days. 2. There are 15 work days as follows: dept. heads & new teachers - Aug. 23, 24, general work days - Aug. 25, 26, 27, Sept. 17, March 4, April 22, June 6, 7, 8. Parent-teacher conferences - Oct. 22, Jan. 28, Dept. heads - June 9, 10.

Approved by School Board May 31, 1976

APPENDIX F-1

BUENA VISTA CITY PUBLIC SCHOOLS
Buena Vista, VA 24416

School Calendar

March 20, 1981

1981-82		Work Days	Teaching Days	Taught To Date
Aug. 17	New Teachers, Dept. Heads	1		
Aug. 18	General Work Day (in classroom)	1		
Aug. 19, 20, 21	General Work Days	3		
Aug. 24	First Teaching Day			
Sept. 7	Labor Day - No School			
Sept. 18	Work Day or District F	1		
Sept. 30	First Teacher Monthly Report		26	26
Oct. 6	End of First Grading Period			30
Oct. 14	Report Cards			
Oct. 30	Second Teacher Monthly Report		22	48
Nov. 13, 16, 17	First Quarter Exams			60
Nov. 17	End of Second Grading Period			60
Nov. 20	Work Day	1		
Nov. 24	Report Cards			
Nov. 26, 27	Thanksgiving Holidays			
Nov. 30	Third Teacher Monthly Report		18	66
Dec. 4	Parent-Conference Day	1		
Dec. 18	Fourth Teacher Monthly Report		13	79
Dec. 21 - Jan. 1	Christmas Holidays			
Jan. 4	Return to School			
Jan. 18	End Third Grading Period			90
Jan. 27	Report Cards			
Jan. 29	Fifth Teacher Monthly Report		20	99
Feb. 26	Sixth Teacher Monthly Report		20	119
Feb. 25, 26, March 1	Second Quarter Exams			120
March 1	End of Fourth Grading Period			120
March 5	Work Day	1		
March 10	Report Cards			
March 12	Parent-Conference Day	1		
March 31	Seventh Teacher Monthly Report		21	140
April 12-16	Easter Break or Snow Days			
April 21	End Fifth Grading Period			150
April 28	Report Cards			
April 30	Eighth Teacher Monthly Report		17	157
May 30	Baccalaureate Service			
May 31, June 1, 2	Third Quarter Exams			180
June 2	End of Sixth Grading Period			180
June 2	Ninth Teacher Monthly Report		23	180
June 4	High School Graduation			
June 3, 4, 5	General Work Days	3		
June 7, 8	Department Heads	2		
Snow Days should be added after June 2, if needed			Teaching Days	180
			Work Days	15
				195

Contracts for supervisors, principals, assistant principals, vocational teachers, and others employed for eleven and twelve months shall provide for such work days, holidays, hours, etc. as are set by the superintendent. Five work days for teachers as set by the superintendent may be used for planning Points of interest in school calendar: 1. There are 180-teaching days. 2. There are 15-work days as follows: Dept. heads & new teachers - Aug. 17; General work days - Aug. 18, 19, 20, 21, Nov. 20, March 5, June 3,4,5; District F Day - Sept. 18; Parent-Teacher Conferences Dec. 4, March 12, Dept. heads - June 7,8.

Adopted by School Board April 27, 1981

APPROVED BY SCHOOL BOARD
April 28, 1986

BUENA VISTA CITY PUBLIC SCHOOLS
Buena Vista, Virginia

SCHOOL CALENDAR
1986-87

	Work Days	Teaching Days	Taught To Date
August 21-22.....Department Chairmen.....	2		
August 25-29.....General Work Days.....	5		
September 1.....Labor Day - No School.....			
September 2.....First Teaching Day.....			
September 30.....First Teacher Monthly Report.....		21	21
October 13.....End of First Grading Period.....			30
October 20.....Report Cards.....			
October 31.....Second Teacher Monthly Report.....		23	44
November 20,21,24...First Quarter Exams.....			
November 24.....End of Second Grading Period.....			60
November 26.....Third Teacher Monthly Report.....		18	62
November 27,28.....Thanksgiving Holidays.....			
December 2.....Report Cards.....			
December 5.....Parent Conference Day.....	1		
December 19.....Fourth Teacher Monthly Report.....		14	76
December 22-Jan. 2..Christmas Holidays.....			
January 5.....Return to School.....			
January 22.....End Third Grading Period.....			90
January 29.....Report Cards.....			
January 30.....Fifth Teacher Monthly Report.....		20	96
February 27.....Sixth Teacher Monthly Report.....		20	116
March 3,4,5.....Second Quarter Exams.....			
March 5.....End of Fourth Grading Period.....			120
March 9.....Work Day for Teachers.....	1		
March 12.....Report Cards.....			
March 20.....Parent Conference Day.....	1		
March 31.....Seventh Teacher Monthly Report....		20	136
April 13-17.....Easter Break.....			
April 27.....End Fifth Grading Period.....			150
April 30.....Eighth Teacher Monthly Report.....		17	153
May 4.....Report Cards.....			
May 25.....Memorial Day/Snow Day.....			
June 7.....Baccalaureate Service.....			
June 5,8,9.....Third Quarter Exams.....			
June 9.....End of Sixth Grading Period.....			180
June 9.....Ninth Teacher Monthly Report.....		27	180
June 10,11.....General Work Days.....	2		
June 12.....High School Graduation.....			
June 15,16.....Department Chairmen.....	2		

Board Approved Make-up Days: (1) June 10, (2) June 11, (3) June 12, (4) May 25, (5) March 9

Teaching Days 180
Work Days 14
194

APPENDIX G

QUARTER PLAN CURRICULUM GUIDE

Parry McCluer High School

1976-77

Approved by School Board

March 22, 1976

Parry McCluer High School

Program of Studies

Proposed Changes

1976-77

Business: Clerk-Accounting will be deleted because of dwindling class size.

English: Speech and Dramatics will be deleted

Foreign Language: French I will not be offered this year. Because of declining enrollment French will be phased out. Spanish III and IV wil be added to the curriculum

Industrial Arts: A course entitled Industrial Arts will not be offered. The material covered is similar to Manufacturing.

Music: Music Appreciation will not be offered. There has been no demand for this class.

Vocational School: Agriculture Machinery Service, Auto Body Repair, Building Trades, Drafting, Electronics, and Power Mechanics will be offered at the area vo-tech school.

Parry McCluer High School

Program of Studies

1976-77

The following are curriculum guides for students in the academic, business, general and vocational courses of studies:

	ACADEMIC	BUSINESS	GENERAL	VOCATIONAL
Grade 9	English 9 Algebra I World Geography or World History Earth Space Science Physical Ed. 9 Elective	English 9 General Math I Earth Space Science Physical Ed. 9 Elective Elective	English 9 General Math I Earth Space Science Physical Ed. 9 Communications or Consumer & Homemaking Education or Manufacturing Elective	English 9 General Math I Earth Space Science Physical Ed. 9 Elective Elective

Electives: Algebra I, Algebra I Two-year Sequence Part I, Art I, II, Band, Biology, Chorus-Glee Club, Communications I, II, Consumer & Homemaking Education I, II, French II, General Math I, German I, II, Manufacturing I, II, Physical Science, Spanish I, II, World Geography, World History

Grade 10	English 10 Biology Physical Ed. 10 Geometry World Geography or World History Elective	English 10 World Geography or World History Physical Ed. 10 Typing I General Business Elective	English 10 World Geography or World History Physical Ed. 10 Communications or Consumer & Homemaking Education or Manufacturing Elective Elective	English 10 World Geography or World History Physical Ed. 10 Elective Elective Elective

Electives: Algebra I, Algebra I Two-year Sequence-Part I, Algebra I Two-year Sequence-Part 2, Art I, II, III, BAnd, Biology, Chorus-Glee Club, Communications I, II, Consumer & Homemaking Education I, II, III, Distributive Education I, Earth Space Science, French II, III, General Business, General Math II, Geometry, German I, II, III, Manufacturing I, II, III, Mechanical Drawing I, Physical Science, Spanish I, II, III, Typing, World Geography, World History

	ACADEMIC	BUSINESS	GENERALS	VOCATIONAL
Grade 11	English 11 Virginia & U.S History Algebra/Trig. Chemistry or Physics Elective Elective	English 11 Virginia & U.S. History Clerk Typist I General Math II Elective	English 11 Virginia & U.S. History Elective Elective Elective Elective	English 11 Virginia & U.S. History Algebra I or General Math II Vocational School Selection

Electives: Algebra I, Algebra I Two-year Sequence-Part I, Algebra I Two-year Sequence-Part 2, Art I, II, III, IV, Assistants (Physical Education, Science, Special Education), Band, Bookkeeping, Chorus-Glee Club, Clerk Typist I, Communications I, II, Consumer & Homemaking Ed. I, II, III, Honors Course for Selected Students, Jr.-Sr. Consumer & Homemaking Education, I, II, III, Manufacturing I, II, III, Mechanical Drawing I, II, D.E. I, II, French II, III, General Business, General Math, Geometry, German, Physical Education 11 & 12, Sociology, Shorthand, Spanish I, II, III, IV, Typing, Vocational School (Agriculture Machinery Service, Auto Body Repair, Building Trades, Drafting, Electronics & Power Mechanics), World Cultures, World Geography, World History

Grade 12	English 12 or Creative Writing Va. & U.S. Government Elective Elective Elective	English 12 Va. & U.S. Government Clerk Typist II Work Training	English 12 Va. & U.S. Government General Math II Elective Elective Elective	English 12 Va. & U.S. Government Vocational School Selection Elective

Electives: Advanced Mathematics, Advanced Study (Dabney S. Lancaster Community College, Southern Seminary Junior College, Virginia Military Institute), Algebra I, Algebra I Two-year Sequence-Part 1, Algebra I Two-year Sequence - Part 2, Art I, II, II, IV, Assistants (Physical Education, Science, Special Education), Band, Bookkeeping, Chemistry, Chorus-Glee Club, Clerk-Typist I, II, Communications, Consumer & Homemaking Education I, II, III, Creative Writing, Distributive Ed. II, III, French II, III, IV, General Business, Geometry, German I, II, III, Honors Course for Selected Students, Jr.-Sr. Consumer & Homemaking Education, Manufacturing I, II, III, Mechanical Drawing I, II, Physical Education 11 & 12, Physics, Shorthand, Sociology, Spanish I, II, III, IV, Typing, Vocational Nursing, Vocational School (Agriculture Machinery Service, Auto Body Repair, Building Trades, Drafting, Electronics & Power Mechanics), World Cultures

II. Regulations pertaining to student schedules and curriculum:

A. All students are required to take a minimum of five units per year and may elect to take six or seven units. Juniors and seniors with critical situations may be allowed to take four. Permission from the Principal must be secured in advance.

B. One unit per year will be given for music (band or chorus). Two units may be applied toward graduation requirements.

C. Students may take correspondence courses when recommended by the Guidance Office and approved by the Principal.

III. Graduation Requirements:

All students are required to earn a minimum of eighteen (18) units of credit for graduation. These units are to be earned in 9th, 10th, 11th, and 12th grade subjects.

Requirements for graduation in The Commonwealth of Virginia include:

English	4 units
Mathematics	1 unit
Laboratory Science	1 unit
World History or World Geography	1 unit
Virginia and United States History	1 unit
Virginia and United States Government	1 unit
Health and Physical Education	2 units
Total	11 units

IV. Credit requirements for grade level classification:

Grade 12	By enrollment in subjects that will complete graduation requirements in June
Grade 11	8 units
Grade 10	4 units
Grade 9	

APPENDIX G-1

QUARTER PLAN CURRICULUM GUIDE

Parry McCluer High School

1981-82

PROPOSED PROGRAM OF STUDIES
Parry McCluer High School
1981-82

The following are curriculum guides for the students in the academic, business, general and vocational courses of studies.

Grade 9

Academic

English 9
Algebra I
World Geography or World History
Science 9
Health and P.E. 9
Elective

Business

English 9
General Math I
Science 9
Health and P. E. 9
Elective
Elective

General

English 9
General Business
General Math I
Science 9
Health and P. E. 9
Communications and Home Ec. Ed. or
Industrial Arts
Elective

Vocational

English 9
General Math I
Science 9
Health and P. E. 9
Elective
Elective

Electives for Grade 9

Algebra I
Art I, II
Band
Biology
Communications I, II
Consumer and Home Ec. Ed. I, II
General Business
General Math I
German I, II
Industrial Arts, I, II
Spanish I, II
World Geography
World History

Grade 10

Academic

English 10
Biology
Health and P. E. 10 and
Drivers Education
Geometry
World Geography or
World Histroy
Elective

Business

English 10
World Geography or
World Histroy
Health and P. E. and
Drivers Education
Typing I
General Business
Elective

General

English 10
World Geography or
World Histroy
Health and P. E. 10 and
Drivers Education
Communications or
Consumer & Home Ec. Education or
Industrial Arts
Elective
Elective

Vocational

English 10
World Geography or
World History
Health and P. E. 10 and
Drivers Education
Elective
Elective
Elective

Electives for Grade 10

Algebra I
Art I, II, III
Band
Biology
Communications I, II
Consumer & Home Ec. Ed. I, II
General Business
German I, II
Home Ec. Specialized Course
Industrial Arts I, II, III
Spanish I, II
Typing
World Geography
World History

Grade 11

Academic

English 11
Virginia & U. S. History
Algebra/Trigonometry
Chemistry or
Physics
Elective
Elective

Business

English 11
Virginia & U. S. History
Clerk Typing I
General Math II
Elective

General

English 11
Virginia & U. S. History
Elective
Elective
Elective
Elective

Vocational

English 11
Virginia & U.S. History
Algebra I or
General Math II
Vocational School Selection

Electives for Grade 11

Algebra I
Art I, II, III, IV
Assistants (P. E., Sci., Sp.Ed.)
Band
Bookkeeping
Business Dynamics-quarter course
Clerk Typing I
Communications I, II, III
Consumer & Home Ed. Ed. I, II
Consumer Econ. & Personal Finances
Family Living
General Business
General Math II
Geometry
German I, II, III
Home Ec.-Specialized Course
Honors Course (for selected students)
Industrial Arts I, II, III, IV
Lab - English
Mechanical Drawing I, II
Personal Business Management-Quarter course
Photo Journalism I
Sociology
Shorthand
Spanish I, I, III, IV
Survey of Data Processing-quarter course
Typing
Vocational School:
- Agriculture Machinery Service
- Auto Body Repair
- Building Trades
- Drafting
- Electronics
- Industrial Cooperative Training
- Power Mechanics

World Cultures
World Geography
World History

Grade 12

Academic

English 12 or
Creative Writing
Virginia and U. S. Government
Elective
Elective
Elective

Business

English 12
Virginia and U. S. Government
Clerk Typing II
Work Training

General

English 12
Virginia and U. S. Government
General Math II
Elective
Elective
Elective

Vocational

English 12
Virginia and U. S. Government
Vocational School Selection

Electives for Grade 12

Advanced Math
Advanced Study:
- Dabney S. Lancaster Community College
- Southern Seminary Junior College
- VMI

Algebra I
Art I, II, III, IV
Assistants (P.E., Sci., Sp. Ed.)
Band
Bookkeeping
Business Dynamics-quarter course
Chemistry
Clerk Typing I, II
Communications I, II, III
Consumer & Home Ec. Ed. I, II
Consumer Econ. & Personal Finances
Family Living
General Business
Geometry
German I, II, III, IV
Home Economics-specialized areas
Honors Course (for selected students)
Industrial Arts I, II, III, IV
Lab-English
Mechanical Drawing I, II
Personal Business Management-quarter course
Photo Journalism I, II
Physics
Shorthand
Sociology
Spanish I, II, III, IV
Survey of Data Processing-quarter course
Typing
Vocational Nursing
Vocational School:
- Agriculture Machinery Service
- Auto Body Repair
- Building Trades
- Drafting
- Electronics
- Industrial Cooperative Training

World Cultures
World Geography
World History

Regulations Pertaining to Student Schedules and Curriculum:

1. All students are required to take a maximum of five units per year and may elect to take six. Juniors and seniors with critical situations may be allowed to take four. Permission from the principal must be secured in advance.

2. One unit per year will be given for music.

3. Students may take correspondence courses when recommended by the guidance office and approved by the principal.

Graduation Requirements:

All students are required to earn a minimum of eighteen (18) units of credit for graduation. These units are to be earned in Grades 9, 10, 11, and 12.

Requirements for Graduation in the Commonwealth of Virginia inlcude:

English	4 units
Mathematics	1 unit
Laboratory Science	1 unit
World History or World Geography	1 unit
Virginia and U. S. History	1 unit
Virginia and U. S. Government	1 unit
Health and Physical Education	2 units
	11 units total

Credit Requirements for Grade Level Classification:

Grade 12 - by enrollment in subjects that will complete graduation requirements in August

Grade 11 - Eight (8) units

Grade 10 - Four (4) units

Grade 9 - .....

Parry McCluer High School

Program of Studies

1985-86

The following are curriculum guides for students in the academic, business, general and vocational courses of studies:

	ACADEMIC	BUSINESS	GENERAL	VOCATIONAL
Grade 9	English 9 Algebra I Earth Science Health & Physical Ed. Foreign Language Elective	English 9 General Math I Earth Science Health & Physical Ed. Introduction to Business Elective	English 9 General Math I Earth Science Health & Physical Ed. Consumer & Home Ec. Education or Woodworking Elective	English 9 General Math I Earth Science Health & Physical Ed. Elective Elective

Electives: Algebra I, Art I, Band, Communications I, Consumers & Home Ec. Education I, General Math I, German I, II, Introduction to Business, Spanish I, II, Typing I, World Geography, World History

Grade 10	English 10 Biology Health, P.E.,Drivers Ed. Geometry World History Foreign Language	English 10 Biology General Math II World Geography or World History Health, P.E., Drivers Ed. Typing I	English 10 Biology General Math II World Geography or World History Health, P.E., Drivers Ed. Communications or Consumer & Home Ec. Ed. or Woodworking	English 10 Biology General Math II World Geography or World History Health, P.E., Drivers Ed. Elective

Electives: Algebra I, Art I, II, Band, Communications I, II, Consumer and Home Ec. Education I, II, German I, II, Home Ec. Specialized Course A & B, Introducation to Business, Mechanical Drawing I, Spanish I, II, Typing, Woodworking I II, World Geography, World History

	ACADEMIC	BUSINESS	GENERAL	VOCATIONAL
Grade 11	English 11 Virginia & U. S. History Algebra/Trig. Chemistry or Physics Foreign Language Elective	English 11 Virginia & U. S. History Office Technology I Applications of Math or Applied Physical Science Elective Elective	English 11 Virginia & U. S. History Applications of Math or Applied Physical Science Elective Elective Elective	English 11 Virginia & U. S. History Applications of Math or Applied Physical Science Vocational School Selection

Electives: Accounting, Algebra I, Art I, II, III, Applications of Mathematics, Applied Physical Science, Band, Business Computers Applications, Communications I, II, III, Consumer and Home Ec. Ed. I, II, Consumer Economics and Personal Finances, English Enrichment Lab, Family Living, Floyd S. Kay Vocational School (Agriculture Machinery Service, Auto Body Repair, Auto Mechanics, Building Trades, Electronics, Food Service, Industrial Cooperative Training), General Math II, Geometry, German, I, II, III, Home Ec. - Specialized Course A & B, Honors Course (for selected students), Introduction to Business, Mechanical Drawing I, II, Office Technology I, Photo Journalism I, Sociology, Shorthand, Spanish I, II, III, IV, Typing, Woodworking I, II, III, World Cultures, World Geography, World History

Grade 12	English 12 Va. & U. S. Government Foreign Language Elective Elective Elective	English 12 Va. & U.S. Government Office Technology II Work Training Elective Elective	English 12 Va. & U.S. Government Elective Elective Elective Elective	Va. & U. S. Government Vocational School Selection Elective

Electives: Accounting, Advanced Study (Dabney S. Lancaster Community College, Souther Seminary), Algebra I, Art I, II, III, IV, Applications of Mathematics, Applied Physical Science, Assistant (PE, Science, Sp. Ed.), Band, Business Computer Applications, Chemistry, Communications I, II, III, Consumer and Home Ec. Education I, II, Consumer Economics and Personal Finances, English Enrichment Lab, Family Living, Floyd S. Kay Vocational School (Agriculture Machinery Service, Auto Body Repair Auto Mechanics, Building Trades, Electronics, Food Service, Industrial Cooperative Training, Licensed Practical Nursing), Geometry, German I, II, III, IV, Home Economics - Specialized Areas A & B, Honors Course (for selected students), Introduction to Business, Mechanical Drawing I, II, Office Technology I, II, Photo Journalism I, II, Physics, Pre-Calculus; Shorthand, Sociology, Spanish I, II, III, IV, Typing, Woodworking I, II, III, IV, World Cultures, World Geography, World History

Graduation Requirements

Effective for all graduates until 1988.

All students are required to earn a minimum of eighteen (18) units of credit for graduation. These units are to be earned in Grades 9-12. Passing scores on the Virginia State Competency Tests in Reading and Mathematics and the local tests on Citizenship and Continuing Education/Employment are also required.

Requirements for graduation in The Commonwealth of Virginia include:

English	4 units
Mathematics	1 unit
Laboratory Science	1 unit
World History or World Geography	1 unit
Virginia and United States History	1 unit
Virginia and United States Government	1 unit
Health and Physical Education	2 units
Total	11 units

Effective beginning with the graduating class of 1988.

To graduate from high school, a student shall meet the requirements for the 20-credit diploma as outlined below for grades 9-12. Students who graduate with an average grade of "B" or better will receive a Board of Education Seal on the diploma.

English	4 units
Mathematics*	2 units
Laboratory Science*	2 units
Math or Science*	1 unit
Social Studies:	3 units
United States and Virginia History - 1	
United States and Virginia Government - 1	
World Studies - 1	
Health and Physical Education	2 units
Electives (Academics, Fine Arts, and Vocational Ed.)	6 units
Total	20 units

*Must be selected from a list of courses approved for graduation requirements by the Board of Education.

**Must be selected from a list of courses approved for graduation requirements by the Board of Education or, as an alternative, this requirement may be met by completing the sequence or courses needed for occupational preparation in one of the following programs:

Agriculture	Health Occupations
Business	Occupational and Home Economics
Distribution	Trade and Industrial Education

Credit Requirements for Grade Level Classification

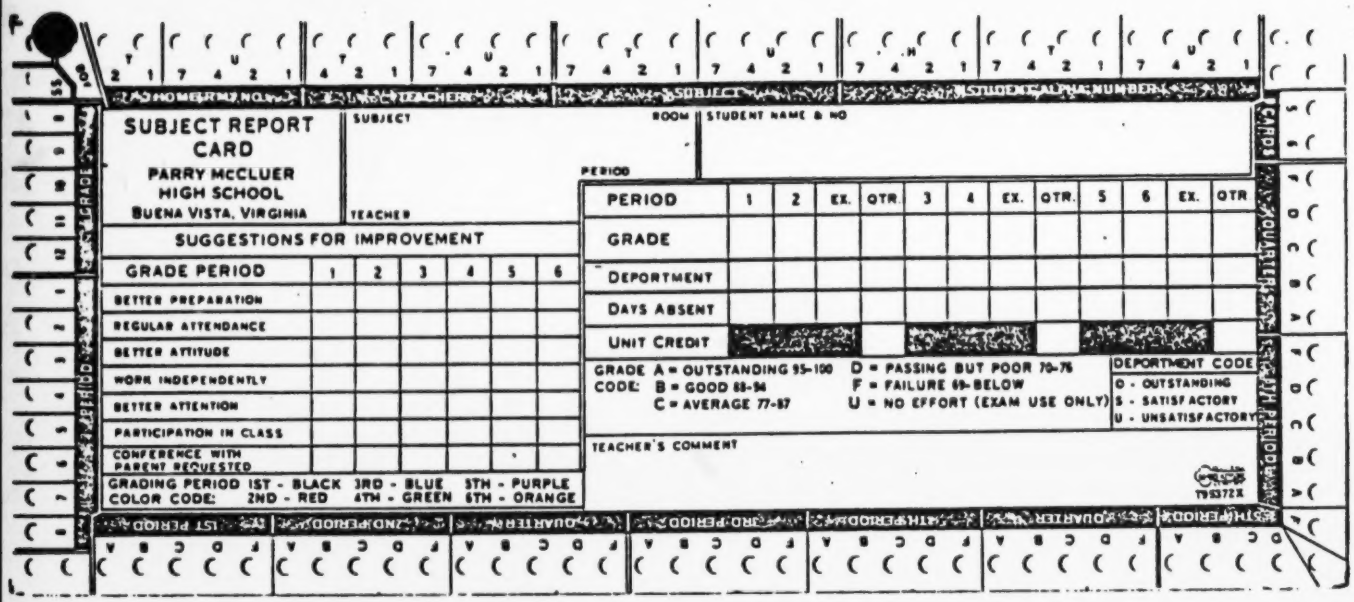
Effective for all graduates until 1988.

Grade 12	By enrollment in subjects that will complete graduation requirements in August
Grade 11	Eight (8) Units
Grade 10	Four (4) Units
Grade 9	.....

Effective beginning with the graduating class of 1988.

Grade 12	By enrollment in subjects that will complete graduation requirements in August
Grade 11	Ten (10) Units
Grade 10	Five (5) Units
Grade 9	.....

APPENDIX H



SUBJECT REPORT CARD

PARRY McCLUER HIGH SCHOOL
BUENA VISTA, VIRGINIA

SUBJECT

TEACHER

ROOM

PERIOD

STUDENT NAME & NO

PERIOD	1	2	EX.	QTR.	3	4	EX.	QTR.	5	6	EX.	QTR
GRADE												
DEPORTMENT												
DAYS ABSENT												
UNIT CREDIT												

SUGGESTIONS FOR IMPROVEMENT

GRADE PERIOD	1	2	3	4	5	6
BETTER PREPARATION						
REGULAR ATTENDANCE						
BETTER ATTITUDE						
WORK INDEPENDENTLY						
BETTER ATTENTION						
PARTICIPATION IN CLASS						
CONFERENCE WITH PARENT REQUESTED						

GRADING PERIOD COLOR CODE: 1ST - BLACK, 2ND - RED, 3RD - BLUE, 4TH - GREEN, 5TH - PURPLE, 6TH - ORANGE

GRADE CODE: A = OUTSTANDING 95-100; B = GOOD 88-94; C = AVERAGE 77-87; D = PASSING BUT POOR 70-76; F = FAILURE 69- BELOW; U = NO EFFORT (EXAM USE ONLY)

DEPORTMENT CODE
O - OUTSTANDING
S - SATISFACTORY
U - UNSATISFACTORY

TEACHER'S COMMENT

NAME (LAST, FIRST, MIDDLE) | SEX | BIRTH DATE | BIRTH PLACE

VIRGINIA PUBLIC SCHOOLS
SCHOLASTIC RECORD
H S 4 150M 6

ADDRESS (IN PENCIL) | PHONE | GRAD. DATE | RANK IN CLASS | NO IN CLASS | PARENT OR GUARDIAN | ADDRESS

SCHOOL

CITY OR COUNTY AND STATE

SUBJECTS	19 19 GRADE						19 19 GRADE						19 19 GRADE						19 19 GRADE						19 19 GRADE					
	COURSE NO.	MARKS Quarter 1	2	3	UNITS	COURSE NO.	MARKS Quarter 1	2	3	UNITS	COURSE NO.	MARKS Quarter 1	2	3	UNITS	COURSE NO.	MARKS Quarter 1	2	3	UNITS	COURSE NO.	MARKS Quarter 1	2	3	UNITS	COURSE NO.	MARKS Quarter 1	2	3	UNITS
ENG																														
LANG																														
MATH																														
SCIENCE																														
SOC STUDIES																														
VOCATIONAL																														
OTHERS																														
DR ED-CLASSROOM																														
DR ED-IN-CAR																														
HEALTH & PHYS. ED.																														
UNITS PER YEAR																														

TOTAL UNITS

CLASS MEETS TIMES PER WEEK FOR WEEKS.	YEAR	19 19	19 19	19 19	19 19	19 19	19 19
CLASS PERIODS ARE NET MINUTES	GRADE						
PASSING MARK IS	DATE OF ENROLLMENT						
MARKING SYSTEM:	DAYS ABSENT						
	TIMES TARDY						
	DAYS MEMBERSHIP						

DATE _____ SIGNATURE _____ TITLE _____

ACCELERATED COURSES* SUMMER SCHOOL** LAB SCIENCES # ADVANCED PLACEMENT## MODIFIED COURSES###

116

144

145

ENROLLMENT

DATE	RECEIVED FROM (SCHOOL & ADDRESS)

TRANSFER OR WITHDRAWAL

DATE	TRANSFERRED TO (SCHOOL & ADDRESS) OR WITHDRAWAL	REASON

TRANSCRIPTS SENT

DATE	INSTITUTION	DATE ACCEPTED

RANK IN CLASS IS DETERMINED AS FOLLOWS:

POST HIGH SCHOOL PLACEMENT & FOLLOW-UP

DATE	POST HIGH SCHOOL EDUCATION

DATE	JOB PLACEMENT

PHOTOGRAPHS

DATE	OTHERS (PLEASE SPECIFY)

117

THIS "SCHOLASTIC RECORD" IS DESIGNED TO SERVE AS A PERMANENT RECORD AND AS A FORM TO BE REPRODUCED AS A PART OF A UNIFORM TRANSCRIPT

GRADUATION REQUIREMENTS OF THE TWELVE YEAR SCHOOL SYSTEM ARE ATTACHED

APPENDIX J

ATTITUDES TOWARD YEAR-ROUND SCHOOL IN BUENA VISTA CITY

An attitudinal study
of teachers
toward the
Quarter Plan
in
Parry McCluer High School

Spring 1977

Spring 1977

TEACHER SURVEY

Mark your answer with an X in the appropriate box.

1. What grade did you teach this year?

Grade 9	(6)	26%
Grade 10	(6)	26%
Grade 11	(6)	26%
Grade 12	(5)	22%

2. Did you teach the fourth quarter (Summer 1976)?

Yes	(4)	17%
No	(9)	83%

3. How many total years of teaching experience do you have, both here or elsewhere?

One	(1)	4%
Two	(0)	0%
Three to Five	(4)	18%
Six to Ten	(11)	51%
More than Ten	(6)	27%

4. Are you generally satisfied with working in the year-round program?

Yes	(18)	79%
No	(1)	4%
Undecided	(4)	17%

5. If you could choose between a teaching assignment in a school operating from September to June or one on the Quarter Plan, which one would you choose?

September to June school year	(4)	17%
School on Quarter Plan	(7)	31%
Either is O.K.	(1)	4%
Undecided	(1)	4%

6. (If you prefer 9-month school year.) Why?

   A. Prefer 180-day contract

   B. Prefer unencumbered summers

   C. Prefer regular, nine-month system (semester)

7. (If you prefer the Quarter System.) Why?

   A. Provides excellent summer quarter for acceleration and remediation

   B. Provides flexibility for student curriculum requests

   C. Provides shorter units that are easier to organize

8. What are the major advantages to you of working in the year-round program?

   A. Provides summer employment

   B. Provides for "year-round" utilization of facilities

   C. Provides four independent quarters

9. What are the major disadvantages to you of working in the year-round program?

   A. Requires increased paperwork of grading

   B. Increased pressure on faculty

   C. Requires pupil failures to wait for summer school to make up work

10. As you see it, what are the major advantages of the Quarter Plan for students?

    A. Provides pupils with opportunities for remediation, acceleration, and enrichment

    B. Exams include less material when administered in the quarter system

    C. Pupils repeat only the quarter failed

11. Do you think the Quarter Plan

    Makes it possible for students to learn more effectively ---------- (6) 27%

    Makes little difference in learning effectiveness ---------- (15) 68%

    Interferes with learning effectiveness ---------- (0)

    Undecided ---------- (1) 5%

12. Do you think the Quarter Plan

    Increases opportunities to make school more interesting for students ----- (14) 61%

    Makes little difference in opportunities to make school more interesting - (9) 39%

    Decreases opportunities to make school more interesting to students ------ (0)

Undecided ---------- (0)

13. Do you think the Quarter Plan

Decreases discipline problems in the school ---------- (3) 14%

Makes no difference in discipline problems in the school ---------- (17) 77%

Increases discipline problems in the schools ---------- (2) 9%

Undecided ---------- (0)

14. Do you think the Quarter Plan

Improves student attendance ---------- (3) 13%

Makes little difference in student attendance ---------- (18) 78%

Makes attendance worse ---------- (0)

Undecided ---------- (2) 9%

15. Do you think the Quarter Plan

Makes students more eager to learn ---------- (4) 18%

Creates no change in attitude of students toward learning ---------- (16) 73%

Makes students less eager to learn ---------- (2) 9%

Undecided ---------- (0)

16. Do you think the Quarter Plan

Increases student participation in the extracurricular activities ----- (0)

Makes little difference in degree of student participation in such activities ---------- (22) 100%

Restricts student participation in extracurricular activities --------- (0)

Undecided ---------- (0)

17. Do you think the Quarter Plan

Enhances the instructional program offered students ---------- (14) 61%

Has little effect on the type of instructional program offered students ---------- (8) 35%

Restricts the instructional program offered students ---------- (1) 4%

Undecided ---------- (0)

Do you think the Quarter Plan

Is harmful to the social relationships among students in the school --- (0)

Has little effect on the social relationships among students ---------- (16) 100%

Is helpful to the social relationships among students in the school --- (0)

Undecided ---------- (0)

What effect has the Quarter Plan had on your own enthusiasm and energy for teaching?

I am more vigorous and enthusiastic about teaching on the Quarter Plan (3) 14%

Quarter Plan has had little effect on the degree of enthusiasm and energy for teaching ---------- (6) 76%

I am more bored and tired under the Quarter Plan ---------- (0)

Undecided ---------- (2) 10%

Has the Quarter Plan increased your workload as a teacher, had no effect on your workload or reduced your workload as a teacher?

Quarter Plan has increased my workload as a teacher ---------- (18) 78%

It has little effect in changing my workload ---------- (3) 13%

rter Plan has reduced my workload as a teacher ---------- (0)

Undecided ---------- (2) 9%

While working on the Quarter Plan, have you been taking graduate study courses or working on the renewal of your teaching certificate?

Yes ---------- (20) 87%

No ---------- (3) 13%

Was the Quarter Plan a reason for you being unable to pursue such educational coursework?

Yes ---------- (1) 5%

No ---------- (6) 29%

Does not apply ---------- (14) 66%

In your opinion, does the Quarter Plan provide enough opportunities for adequate classroom preparation, including planning time and evaluation?

Yes ---------- (11) 48%

No ---------- (7) 30%

Undecided ---------- (5) 22%

23. How does the Quarter Plan affect communication between teachers in different departments?

Quarter Plan facilitates communication among teachers in different departments ---------- (1) 5%

Year-round schedule has had little effect on faculty communication ---- (18) 86%

Quarter Plan obstructs communication among teachers ---------- (0)

Undecided ---------- (2) 9%

24. How has the Quarter Plan affected your relationship with parents of your students?

Quarter Plan has improved my relationship with parents ---------- (2) 9%

It has had little effect on my relationship with parents ---------- (21) 91%

Quarter Plan has damaged my relationships with parents ---------- (0)

Undecided ---------- (0)

25. Do you favor the continuation of the Quarter Plan system/year-round school for Buena Vista City Public Schools?

Yes ---------- (13) 76%

Why?

No ---------- (3) 18%

Why?

Undecided ---------- (1) 6%

APPENDIX J-1

Year-Round School - 5-Year Follow-up

Spring 1982

27 teachers
24 responded

TEACHER SURVEY

Mark your answer with an X in the appropriate box

1. What grade did you teach this year?

Grade 9	(18)	
Grade 10	(20)	
Grade 11	(18)	
Grade 12	(18)	

2. Did you teach the fourth quarter (Summer 1981)?

Yes	(4)	17%
No	(20)	83%

3. How many total years of teaching experience do you have, both here or elsewhere?

One	(0)	
Two	(0)	
Three to Five	(2)	8%
Six to Ten	(8)	33%
More than Ten	(14)	59%

4. Are you generally satisfied with working in the year-round program?

Yes	(21)	91%
No	(0)	
Undecided	(1)	9%

5. If you could choose between a teaching assignment in a school operating from September to June or one on the Quarter Plan, which one would you choose?

September to June school year	(1)	4%
School on Quarter Plan	(11)	48%
Either is O.K.	(10)	44%
Undecided	(1)	4%

6. (If you prefer a 9-month school year) Why?

   A. Prefer unencumbered summers

   B. Provides incentive for students to complete work or repeat the following year

   C. Prefer regular, nine-month system (semester)

7. (If you prefer the quarter system) Why?

   A. Provides excellent summer quarter for acceleration, enrichment, or remediation

   B. Provides for maximum use of school building

   C. Provides shorter units that are easier to organize

8. What are the major advantages to you of working in the year-round program?

   A. Provides summer employment

   B. Provides for shorter periods of reporting and testing

   C. Provides four independent quarters

9. What are the major disadvantages to you of working in the year-round program?

   A. Requires increased paperwork

   B. Not enough time to cover subject matter for first-time students in a course

   C. Increased pressure on faculty

10. As you see it, what are the major advantages of the quarter plan for students?

    A. Provides for scheduling flexibility

    B. Provides opportunity for more effective evaluation of student's progress

    C. Provides opportunity for immediate remediation

11. Do you think the Quarter Plan

    Makes it possible for students to learn more effectively ---------- (14) 58%

    Makes little difference in learning effectiveness ---------- (7) 29%

    Interferes with learning effectiveness ---------- (0)

    Undecided ---------- (3) 13%

12. Do you think the Quarter Plan

    Increases opportunities to make school more interesting for students -- (16) 67%

Makes little difference in opportunities to make school more interesting ---------- (6) 25%

Decreases opportunities to make school more interesting for students -- (0)

Undecided ---------- (2) 8%

13. Do you think the Quarter Plan

Decreases discipline problems in the school ---------- (10) 42%

Makes no difference in discipline problems in the school ---------- (13) 54%

Increases discipline problems in the school ---------- (1) 4%

Undecided ---------- (0)

14. Do you think the Quarter Plan

Improves student attendance ---------- (7) 29%

Makes little difference in student attendance ---------- (15) 63%

Makes attendance worse ---------- (0)

Undecided ---------- (2) 8%

15. Do you think the Quarter Plan

Makes students more eager to learn ---------- (4) 17%

Creates no change in attitude of students toward learning ---------- (18) 75%

Makes students less eager to learn ---------- (0)

Undecided ---------- (2) 8%

16. Do you think the Quarter Plan

Increases student participation in the extracurricular activities ----- (7) 31%

Makes little difference in degree of student participation in such activities ---------- (15) 65%

Restricts student participation in extracurricular activities --------- (0)

Undecided ---------- (1) 4%

17. Do you think the Quarter Plan

Enhances the instructional program offered students ---------- (18) 79%

Has little effect on the type of instructional program offered students (4) 17%

Restricts the instructional program offered students ---------- (0)

Undecided ---------- (1) 4%

18. Do you think the Quarter Plan

Is harmful to the social relationships among students in the school --- (1) 4%

Has little effect on the social relationships among students ---------- (18) 79%

Is helpful to the social relationships among students in the school --- (4) 17%

Undecided ---------- (0)

19. What effect has the Quarter Plan had on your own enthusiasm and energy for teaching?

I am more vigorous and enthusiastic about teaching on the Quarter Plan (7) 28%

Quarter Plan has had little effect on the degree of enthusiasm and energy for teaching ---------- (16) 64%

Undecided ---------- (0)

20. Has the Quarter Plan increased your workload as a teacher, had no effect on your workload or reduced your workload as a teacher?

Quarter Plan has increased my workload as a teacher ---------- (17) 74%

It has little effect in changing my workload ---------- (6) 26%

Quarter Plan has reduced my workload as a teacher ---------- (0)

Undecided ---------- (0)

21. While working on the Quarter Plan, have you been taking graduate study courses or working on the renewal of your teaching certificate?

Yes ---------- (19) 83%

No ---------- (4) 17%

Was the Quarter Plan a reason for you being unable to pursue such educational coursework?

Yes ---------- (0)

No ---------- (15) 63%

Does not apply ---------- (9) 37%

22. In your opinion, does the Quarter Plan provide enough opportunities for adequate classroom preparation, including planning time and evaluation?

Yes ---------- (16) 67%

No ---------- (5) 21%

Undecided ---------- (3) 12%

23. How does the Quarter Plan affect communication between teachers in different departments?

Quarter Plan facilitates communication among teachers in different departments ---------- (3) 13%

Year-round schedule has had little effect on faculty communication ---- (20) 87%

Quarter Plan obstructs communication among teachers ---------- (0)

Undecided ---------- (0)

24. How has the Quarter Plan affected your relationship with parents of your students?

Quarter Plan has improved my relationship with parents ---------- (3) 13%

It has had little effect on my relationship with parents ---------- (21) 87%

Quarter Plan has damaged my relationship with parents ---------- (0)

Undecided ---------- (0)

25. Do you favor the continuation of the Quarter Plan system/year-round school for Buena Vista City Public Schools?

Yes ---------- (18) 82%

Why?

Offers more advantages for the students

Students are responsible for less material on exams.

Provides summer school for all county and Buena Vista students who might otherwise need to take another year of part of year

No ---------- (1) 5%

Why?

Students need to accept responsibility for lack of initiative.

Undecided ---------- (3) 13%

APPENDIX J-2

TEACHER SURVEY
Year-Round School-Quarter System
Parry McCluer High School
Buena Vista, Virginia
Spring, 1987

1. What grade did you teach this year?

Grade 9	(19)
Grade 10	(20)
Grade 11	(20)
Grade 12	(20)

2. Did you teach the fourth quarter (Summer 1986)?

Yes	(5) 19%
No	(22) 81%

3. How many total years of teaching experience do you have, both here and elsewhere?

One	(0) 0%
Two	(0) 0%
Three to Five	(1) 4%
Six to Ten	(3) 12%
More than Ten	(22) 84%

4. Are you generally satisfied with working in the year-round program?

Yes	(22(81%
No	(0) 0%
Undecided	(5) 19%

5. If you could choose between a teaching assignment in a school operating from September to June or one on the Quarter Plan, which one would you choose?

September to June school year	(4) 15%
School on Quarter Plan	(8) 30%
Either is O.K.	(15) 55%
Undecided	(0) 0%

6. If you prefer a 9-month schol year, why? Prefer unencumbered summers Less interference with summer maintenance program

7. If you prefer the Quarter System, why? meets student needs for increase from 21 to 23 unit requirement for graduation, provides excellent opportunity for acceleration, enrichment, promotion, and remediation, student objectives and evaluation easier to formulate, and independent quarters

8. What are the major advantages to you of working in the year-round program?

provides shorter periods for evaluation and testing, provides opportunity for constructive summer, provides summer employment

9. What are the major disadvantages to you of working in the year-round program?

requires additional paper work, students must wait until summer to receive quarter's work, increased pressure on faculty

10. As you see it, what are the major advantages of the Quarter Plan for students?

provides opportunity for acceleration, enrichment, remediation, and promotion, provides opportunity for students to exceed the minimum graduation requirement, provides smaller content segments in the quarter system

11. Do you think the Quarter Plan

Makes it possible for students to learn more effectively	(13) 50%
Makes little difference in learning effectiveness	(12) 46%
Interferes with learning effectiveness	(0) 0%
Undecided	(4) 1%

12. Do you think the Quarter Plan

Increases opportunities to make school more interesting for students	(16) 55%
Makes little difference in opportunities to make school more interesting	(13) 45%
Decreases opportunities to make school more interesting for students	(0) 0%
Undecided	(0) 0%

13. Do you think the Quarter Plan

Decreases discipline problems in the school	(3) 11%
Makes no difference in discipline problems in the school	(22) 82%
Increases discipline problems in the school	(0) 0%
Undecided	(2) 7%

14. Do you think the Quarter Plan

Improves student attendance	(6) 21%
Makes little difference in student attendance	(22) 79%
Makes attendance worse	(0) 0%
Undecided	(0) 0%

15. Do you think the Quarter Plan

Makes students more eager to learn	(4)	13%
Creates no change in attitude of students toward learning	(23)	77%
Makes students less eager to learn	(0)	0%
Undecided	(3)	10%

16. Do you think the Quarter Plan

Increases student participation in extracurricular activities	(8)	3%
Makes little difference in degree of student participation in such activities	(17)	63%
Restricts student participation in extracurricular activities	(0)	0%
Undecided	(2)	7%

17. Do you think the Quarter Plan

Enhances the instructional program offered students	(19)	70%
Has little effect on the type of instructional program offered students	(7)	26%
Restricts the instructional program offered students	(0)	0%
Undecided	(1)	4%

18. Do you think the Quarter Plan

Is harmful to the social relationships among students	(0)	0%
Has little effect on the social relationships among students	(24)	89%
Is helpful to the social relationships among students	(3)	11%
Undecided	(0)	0%

19. What effect has the Quarter Plan had on your own enthusiasm and energy for teaching?

I am more vigorous and enthusiastic about teaching on the Quarter Plan	(5)	18%
Quarter Plan has had little effect on the degree of enthusiasm and energy for teaching	(21)	75%
I am more bored and tired under the Quarter Plan	(1)	4%
Undecided	(1)	3%

20. Has the Quarter Plan increased your workload as a teacher, had no effect on your workload or reduced your workload as a teacher?

Quarter Plan has increased my workload	(12)	44%
It has little effect in changing my workload	(14)	52%
Quarter Plan has reduced my workload	(1)	4%
Undecided	(0)	0%

21. While working on the Quarter Plan, have you been taking graduate study courses or working on the renewal of your teaching certificate?

Yes	(25)	93%
No	(2)	7%

Was the Quarter Plan a reason for you being unable to pursue such educational coursework?

Yes	(3)	10%
No	(13)	45%
Does not apply	(13)	45%

22. In your opinion, does the Quarter Plan provide enough opportunities for adequate classroom preparation, including planning time and evaluation?

Yes	(21)	81%
No	(1)	4%
Undecided	(40	15%

23. How does the Quarter Plan affect communication between teachers in different departments?

Quarter Plan facilitates communication among teachers in different departments	(2)	8%
Year-round schedule has had little effect on faculty communication	(21)	81%
Quarter Plan obstructs communication among teachers	(1)	4%
Undecided	(2)	7%

24. How has the Quarter Plan affected your relationship with parents of your students?

Quarter Plan has improved my relationship with parents	(2)	7%
It has had little effect on my relationship with parents	(24)	89%
Quarter Plan has damaged my relationship with parents	(0)	0%
Undecided	(1)	4%

25. Do you favor the continuation of the Quarter Plan system/year-round school for Buena Vista City Public Schools?

Yes (24) 92%

Why? Good system with limited deficiencies that does not signal a need for change
More suited for student learning style than semester plan
Provides more educational opportunities for students

No (0) 0%

Why? Interfer with summer maintenance program

Undecided (2) 8%

APPENDIX K

Parry McCluer High School
August 1976
Faculty Questionnaire on Summer Program:

1. Has the guidance office been of help to you this summer? Yes 14 No 0
2. Do you feel the over-all summer program has been good 14 ; fair 0 ; poor? 0
3. Do you feel that students who are absent should be required to make up all the time missed? Yes 5 (42%) No 7 (58%)
4. Do you feel the guidance person has made an effort to assist students this summer? Yes 14 No 0
5. Do you feel the school should have more 6 (43%); same 8 (57%); fewer 0 courses offered in summer school in the future?
6. Do you feel you have accomplished as much 10 (72%); More 3 (21%); less 1 (7%) in summer school as you accomplished in winter school?
7. Would you prefer longer hours of the day during the summer session so as to have a longer vacation before and after school? Yes 1 (8%) No 12 (92%)
8. Do you feel free to come to the guidance counselor if and when she can be of help to you? Yes 14 No 0
9. Would you prefer to teach repeaters of two levels (example Math 8 and 9 or English 9 and 10) than to have repeaters and new courses together? Yes 9 (69%) No 4 (31%)
10. Have you sought help from the guidance office this summer? Yes 13 No 0
11. Do you feel you can be more creative 6 (43%); equally creative 7 (50%); less creative 1 (7%) in presenting material in summer school as in winter school?

12. Do you feel you can give more 12 (86%); equal 2 (14%); less 0 individual attention in summer than in winter?

13. Would you write a brief paragraph commenting on summer school making any constructive statements on explaining answers to above questions:

    A. Air-conditioned classrooms

    B. School policy for make-up work

    C. Eliminate combination classes (world history and world geography)

APPENDIX K-1

Parry McCluer High School
Faculty Questionnaire on Summer Program
July 1981

1. Has the guidance office been of help to you this summer? Yes 11 (92%) No 1 (8%)
2. Do you feel the over-all summer program has been good 9 (75%); fair 3 (25%; poor? 0
3. Do you feel that students who are absent should be required to make up all the time missed? Yes 8 (73%) No 1 (27%) (1 undecided)
4. Do you feel the guidance person has made an effort to assist students this summer? Yes 12 (100% No 0
5. Do you feel the school should have more 3 (25%); same 9 (75%); fewer 0 courses offered in summer school in the future?
6. Do you feel you have accomplished as much 3 (25%); same 4 (33%); less 5 (42%) in summer school as you accomplished in winter school?
7. Would you prefer longer hours of the day during the summer session so as to have a longer vacation before and after school? Yes 2 (17%) No 10 (83%)
8. Do you feel free to come to the guidance counselor if and when she can be of help to you? Yes 12 (100%) No 0
9. Would you prefer to teach repeaters of two levels (example Math 8 and 9 or English 9 and 10) than to have repeaters and new courses together? Yes 5 (42%) No 7 (58%)
10. Have you sought help from the guidance office this summer? Yes 11 (92%) No 1 (8%)
11. Do you feel you can be more creative 3 (25%); equally creative 6 (50%); less creative 3 (25%) in presenting material in summer school as you can in winter school?

12. Do you feel you can give more 6 (50%); equal 4 (33%); less 2 (17%) individual attention in summer than in winter?

13. Would you write a brief paragraph commenting on summer school making any constructive statements on explaining answers to above questions:

A. Good students have no problems with the compactness of summer school; the repeaters find such compactness difficult to cope with.

B. Classes would function more effectively if two subjects were not combined during the same class period.

C. I question letting someone take any subject for the fourth time.

D. It provides the opportunity for the weak student to concentrate solely on one class

E. Summer school has been a very positive addition to the school system.

F. Summer school P.E./D.E. is an excellent opportunity for the students to receive a variety of P.E. activities, in a more relaxed environment than in the regular school session.

APPENDIX K-2

PARRY McCLUER HIGH SCHOOL
FACULTY QUESTIONNAIRE ON SUMMER PROGRAM
August 1986

1. Has the guidance office been of help to you this summer? Yes (11) 100% No (0) 0%

2. Do you feel the over-all summer program has been good (8) 73%; fair (3) 27%; poor (0) 0%?

3. Do you feel that students who are absent should be required to make up all the time missed? Yes (8) 73% No (3) 27%

4. Do you feel the guidance person has made an effort to assist students this summer? Yes (11) 100% No (0) 0%

5. Do you feel the school should have more (4) 40%; same (6) 60%; fewer (0) 0% courses offered in the summer school in the future?

6. Do you feel you have accomplished more (4) 40%; same (3) 30%; less (3) 30% in summer school as you accomplished in winter school?

7. Would you prefer longer hours of the day during the summer session so as to have a longer vacation before and after school? Yes (4) 36% No (7) 64%

8. Do you feel free to come to the guidance counselor if and when she can be of help to you? Yes (11) 100% No (0) 0%

9. Would you prefer to teach repeaters of two levels (example Math 8 and 9 or English 9 and 10) than to have repeaters and new courses together? Yes (7) 78% No (2) 22%

10. Have you sought help from the guidance office this summer? Yes (10) 91% No (9) 9%

11. Do you feel you can be more creative (1) 10%; equally creative (8) 80%; less creative (1) 10% in presenting material in summer school as you can in winter school?

12. Do you feel you can give more (5) 50%; equal (5) 50%; less (0) 0% individual attention in summer than in winter?

13. Would you write a brief paragraph explaining answers to the previous questions?

a. positive addition to educational program
b. small classes provide an opportunity for individualized instruction
c. guidance program very helpful for students with special needs
d. air contition all summer classrooms

APPENDIX L

Parry McCluer High School

August 1976

Summer Questionnaire for Students:

1. Do you feel free to come to the guidance office? Yes 82 (88%) No 11 (12%)
   Comments:

2. Have you had any contact with the person working in the guidance office this summer? Yes 44 (47%) No 49 (53%)
   Comments:

3. How many subjects did you take in summer school? 1 68 (73%); 2 25 (27%); 3 ____; 4 ____
   Comments:

4. How would you like to attend summer school next year? Yes 37 (42%) No 51 (58%)
   Comments:

5. Do you like summer school as well as you do winter school? Yes 76 (83%) No 16 (17%)
   Comments:

6. Do you feel you have learned as much 32 (36%); more 56 (62%); Less 2 (2%) than you learned in winter school?
   Comments:

7. Do you feel you have had too much 18 (20%); too little 3 (3%); just enough 71 (77%) homework this summer?
   Comments:

8. Has the guidance office contacted you or your parent this summer? Yes 34 (37%) No 58 (63%)
   Comments:

9. Do you feel your teacher displayed much preparation 50 (54%); enough preparation 39 (43%); little preparation 3 (3%) for your class?
   Comments:

10. Do you feel your teacher was interested in you as a person? Yes 75 (83%) No 15 (17%)
    Comments:

11. What did you like least about summer school?

    Lack of air-conditioned classrooms

12. What did you like most about summer school?

    Individual attention by teachers

13. Do you feel that you could talk to your guidance counselor about personal problems? Yes 46 (50%) No 46 (50%); school problems? Yes 55 (86%) No 9 (14%); career problems? Yes 86 (92%) No 7 (8%); college or vocational plans? Yes 83 (90%) No 9 (10%)
Comments:

14. Do you feel more 75 (81%); less 18 (19%) freedom to seek help from a teacher in summer school?
Comments:

15. Do you feel your class time was too long 15 (16%); too short 4 (4%); enough time 74 (80%)?
Comments:

16. Would you like to make the hours of summer school longer and have more vacation between winter school and summer school? Yes 71 (79%) No 20 (25%)

17. Did you find your class interesting 57 (63%); interesting sometimes 23 (25%); usually boring 11 (12%)?
Comments:

18. Are you taking a new subject 46 (52%); repeat subject 42 (48%)?

19. Do you feel you would learn more if classes for repeaters and students taking the course for new work were separated? Yes 26 (29%) No 65 (71%)
Comments:

20. Do you think more 45 (48%); less 2 (2%); enough 46 (50%) variety in courses should be offered in the summer program?
Comments:

21. If you could make one good suggestion for summer school it would be:

A. Air condiciton the summer classrooms
B. Increase experience or "hands-on" projects for students

APPENDIX L-1

Parry McCluer High School (Buena Vista students only)
Summer School Questionnaire for Students
July 1981

1. Do you feel free to come to the guidance office? Yes 114 (86%) No 19 (14%)
   Comments:

2. Have you had any contact with the person working in the guidance office this summer? Yes 51 (38%) No 84 (62%)
   Comments:

3. How many subjects did you take in summer school? 1 61 (45%); 2 65 (49%); 3 8 (6%) 4 0
   Comments:

4. Would you like to attend summer school next year? Yes 50 (38%) No 81 (62%)
   Comments:

5. Do you like summer school as well as you do winter school? Yes 98 (75%) No 33 (25%)
   Comments:

6. Do you feel you have learned as much 71 (54%); more 50 (38%); less 11 (8%) than you learned in winter school?
   Comments:

7. Do you feel you have had too much 37 (28%); too little 8 (6%); just enough 89 (66%) homework this summer?
   Comments:

8. Has the guidance office contacted you or your parent this summer? Yes 25 (19%) No 108 (81%)
   Comments:

9. Do you feel your teacher displayed much preparation 66 (50%); enough preparation 55 (42%); little preparation 11 (8%) for your class?
   Comments:

10. Do you feel your teacher was interested in you as a person? Yes 107 (80%) No 27 (20%)
    Comments:

11. What did you like least about summer school?

    Classrooms too hot
    Having a quiz every day
    Too much homework
    Length of the day
    Took time away from regular summer activities

12. What did you like most about summer school?

Different sports and activities
Physical Education
Air conditioning
Chance to make up for credits that are necessary to graduate
You can come by your own choice.

13. Do you feel that you could talk to your guidance counselor about personal problems? Yes 56 (42%) No 78 (58%); school problems? Yes 108 (82%) No 24 (18%); career problems? Yes 118 (88%) No 16 (12%); college or vocational plans? Yes 113 No 17

Comments:

14. Do you feel more 88 (66%) less 46 (34%) freedom to seek help from a teacher in summer school?
Comments:

15. Do you feel your class time was too long 50 (37%); too short 4 (3%); enough time 81 (60%)?
Comments:

16. Would you like to make the hours of summer school longer and have more vacation between winter and summer school? Yes 39 (29%) No 96 (71%)

17. Did you find your class interesting 51 (38%); interesting sometimes 63 (47%); usually boring 21 (15%)?
Comments:

18. Are you taking a new subject 80 (58%); repeat subject 57 (42%)?

19. Do you feel you would learn more if classes for repeaters and students taking the course for new work were separated? Yes 55 (42%) No 75 (58%)

20. Do you think more 61 (46%); less 8 (6%); enough 65 (48%) variety in courses should be offered in the summer program?
Comments:

21. Could you have attended summer school if bus transportation had not been provided? Yes 120 (91%) No 12 (9%)

22. In the 1980-81 session of school did you attend Lexington ___ Natural Bridge ___ Parry McCluer X Rockbridge ___ or other school?

23. If you could make one good suggestion for summer school it would be:

Air conditioning for the rooms
Separate the repeaters and the ones who are taking a new class
Have a whole variety of subjects to choose from

APPENDIX L-2

PARRY McCLUER HIGH SCHOOL
SUMMER SCHOOL QUESTIONNAIRE FOR STUDENTS
August 1986

1. DO YOU FEEL FREE TO COME TO THE GUIDANCE OFFICE? YES (157) 85% NO (28) 15%
   COMMENTS:

2. HAVE YOU HAD ANY CONTACT WITH THE PERSON WORKING IN THE GUIDANCE OFFICE THIS SUMMER? YES (71) 38% NO (116) 62%
   COMMENTS:

3. HOW MANY SUBJECTS DID YOU TAKE IN SUMMER SCHOOL?
   1 (143) 76%
   2 (31) 17%
   3 (11) 6%
   4 (2) 1%
   COMMENTS:

4. WOULD YOU LIKE TO ATTEND SUMMER SCHOOL NEXT YEAR? YES (88) 48% NO (97) 52%
   COMMENTS:

5. DO YOU LIKE SUMMER SCHOOL AS WELL AS YOU DO WINTER SCHOOL? YES (131) 70% NO (56) 30%
   COMMENTS:

6. DO YOU FEEL YOU HAVE LEARNED AS MUCH 105 (57%) ; MORE 68 (37%) ; LESS 12 (6%) THAN YOU LEARNED IN WINTER SCHOOL?
   COMMENTS:

7. DO YOU FEEL YOU HAVE HAD TOO MUCH 40 (22%) ; TOO LITTLE 68 (14%) ; JUST ENOUGH 118 (64%) HOMEWORK THIS SUMMER?
   COMMENTS:

8. HAS THE GUIDANCE OFFICE CONTACTED YOU OR YOUR PARENT THIS SUMMER? YES (52) 28% NO (132) 72%
   COMMENTS:

9. DO YOU FEEL YOUR TEACHER DISPLAYED MUCH PREPARATION 93 (50%) ; ENOUGH PREPARATION 82 (44%) ; LITTLE PREPARATION 11 (6%) FOR YOUR CLASS?
   COMMENTS:

10. DO YOU FEEL YOUR TEACHER WAS INTERESTED IN YOU AS A PERSON? YES (141) 76% NO (45) 24%
    COMMENTS:

11. WHAT DID YOU LIKE LEAST ABOUT SUMMER SCHOOL?

Having a quiz every day
Too much homework
Length of the day
Took time away from school activities
Not enough time to spend on interesting materials

12. WHAT DID YOU LIKE MOST ABOUT SUMMER SCHOOL?

Chance to take additional courses
Physical education
individualized learning
opportunity to graduate
improve grades

13. DO YOU FEEL THAT YOU COULD TALK TO YOUR GUIDANCE COUNSELOR ABOUT PERSONAL PROBLEMS? YES 77-43%; NO 104-57%; SCHOOL PROBLEMS? YES 168-94%; NO 11-6%; CAREER PROBLEMS? YES 154-86% NO 25-14%; COLLEGE OR VOCATIONAL PLANS? YES 161-84% NO 20-11%
COMMENTS:

14. DO YOU FEEL MORE 134 (73%) LESS 50 (27%) FEEDOM TO SEEK HELP FROM A TEACHER IN SUMMER SCHOOL?
COMMENTS:

15. DO YOU FEEL YOUR CLASS TIME WAS TOO LONG? 85 (46%) TOO SHORT? 22 (11%) ENOUGH TIME? 80 43%
COMMENTS:

16. WOULD YOU LIKE TO MAKE THE HOURS OF SUMMER SCHOOL LONGER AND HAVE MORE VACATION BETWEEN WINTER AND SUMMER SCHOOL?

	YES (65)	NO (121)
	35%	65%

17. DID YOU FIND YOUR CLASS INTERESTING 51 (28%) INTERESTING SOMETIMES 104 (56%) USUALLY BORING 30 (16%) ?
COMMENTS:

18. ARE YOU TAKING A NEW SUBJECT? 106 (56%) REPEAT SUBJECT? 84 (44%)

19. DO YOU FEEL YOU WOULD LEARN MORE IF CLASSES FOR REPEATERS AND STUDENTS TAKING THE COURSE FOR NEW WORK WERE SEPARATED?

	YES (70)	NO (112)
	38%	62%

COMMENTS:

20. DO YOU THINK MORE 104-56% LESS 7-4% ENOUGH 75-40% VARIETY IN COURSES SHOULD BE OFFERED IN THE SUMMER PROGRAM?
COMMENTS:

21. COULD YOU HAVE ATTENDED SUMMER SCHOOL IF BUS TRANSPORTATION HAD NOT BEEN PROVIDED?

YES (175)	NO (8))
96%	4%

22. IN THE 1985-86 SESSION OF SCHOOL DID YOU ATTEND LEXINGTON 2-1% NATURAL BRIDGE 2-1% PARRY McCLUER 174-96% ROCKBRIDGE 2-1% OR OTHER SCHOOL 2-1%?

23. IF YOU COULD MAKE ONE GOOD SUGGESTION FOR SUMMER SCHOOL IT WOULD BE:

Have some activities
More variety
Lunch period

APPENDIX M

STUDENT SURVEY
Year-Round School-Quarter System
Parry McCluer High School
Buena Vista, Virginia
Spring, 1977

1. Grade: 9-12

2. Sex: Male 175( )47%
Female 198( )53%

3. How long have you lived in Buena Vista?
One year 15( ) 4%
Two years 15( ) 4%
Three years or more 341( )92%

4. On the whole, would you rate the public schools in Buena Vista as
Excellent 20( ) 6%
Good 139( )45%
Fair 115( )37%
Poor 12( ) 4%
No Opinion 25( ) 8%

5. What are the things that you especially <u>like</u> about the public schools here in Buena Vista?

A. Quarter system
B. Individualizes instruction
C. Close pupil/teacher relationship
D. Good faculty
E. Good administration

6. What are things you don't especially like about the schools here?

A. Teachers do not expect enough of pupils
B. Teachers not involved
C. Appearance of school
D. Disinterested pupils hamper those who want to learn
E. More punishment needed for skipping classes

7. Quality of teaching
Very satisfied 44( )12%
Somewhat satisfied 204( )57%
Neither satisfied nor dissatisfied 53( )15%
Somewhat dissatisfied 31( ) 8%
Very dissatisfied 9( ) 3%
Don't know 17( ) 5%
If dissatisfied, why?

8. Subjects taught (curriculum)
Very satisfied 82( )22%
Somewhat satisfied 198( )54%
Neither satisfied nor dissatisfied 49( )13%
Somewhat dissatisfied 24( ) 7%
Very dissatisfied 8( ) 2%
Don't know 8( ) 2%
If dissatisfied, why?

9. School building condition, appearance

Very satisfied	22( ) 6%
Somewhat satisfied	90( )23%
Neither satisfied nor dissatisfied	81( )21%
Somewhat dissatisfied	113( )29%
Very dissatisfied	76( )20%
Don't know	4( ) 1%

If dissatisfied, why?

10. Size of classes (pupil-teacher ratio)

Very satisfied	118( )31%
Somewhat satisfied	184( )49%
Neither satisfied nor dissatisfied	51( )14%
Somewhat dissatisfied	12( ) 3%
Very dissatisfied	9( ) 2%
Don't know	5( ) 1%

If dissatisfied, why?

11. Behavior of students in school

Very satisfied	44( )11%
Somewhat satisfied	127( )33%
Neither satisfied nor dissatisfied	99( )26%
Somewhat dissatisfied	73( )19%
Very dissatisfied	37( )10%
Don't know	6( ) 1%

If dissatisfied, why?

12. Discipline policies in the school

Very satisfied	51( )13%
Somewhat satisfied	146( )38%
Neither satisfied nor dissatisfied	88( )23%
Somewhat dissatisfied	47( )12%
Very dissatisfied	44( )11%
Don't know	10( ) 3%

If dissatisfied, why?

13. Administration (management of the school)

Very satisfied	67( )17%
Somewhat satisfied	166( )43%
Neither satisfied nor dissatisfied	77( )20%
Somewhat dissatisfied	40( )11%
Very dissatisfied	29( ) 8%
Don't know	4( ) 1%

If dissatisfied, why?

14. Counseling and guidance

Very satisfied	124( )34%
Somewhat satisfied	127( )34%
Neither satisfied nor dissatisfied	51( )14%
Somewhat dissatisfied	42( )11%
Very dissatisfied	23( ) 6%
Don't know	5( ) 1%

If dissatisfied, why?

15. How well do you think the Quarter Plan has worked in your school?

Excellent	119( )32%
Good	161( )44%
Fair	73( )20%
Poor	11( ) 3%
No opinion	3( ) 1%

16. In your opinion, what are the advantages of the Quarter Plan, Year-Round School?

Addition of new courses	83( )19%
More community/student involvement in the school program	74( )17%
Can offer a better educational program	72( )17%
Up-to-date instruction techniques by teachers	58( )13%
Better utilization of school buildings (all year)	51( )12%
There are no advantages	58( )13%
Undecided/can't say	39( ) 9%

Other _____

Specify _____

Please indicate whether you feel the following are advantages or disadvantages for you: (Questions 17-21)

17. The decreased length of time between final grades
Advantage ( )268-79% Disadvantage ( ) 72-21%

18. The opportunity to make-up failed or missed courses in the summer program tuition-free.
Advantage ( )327-96% Disadvantage ( ) 15-4%

19. The opportunity to take a quarter, two quarters or a full unit of work in the summer program
Advantage ( )327-95% Disadvantage ( ) 16-5%

20. The opportunity to enter school four times during the year
Advantage ( )299-87% Disadvantage ( ) 41-12%

21. The opportunity to shorten the time required to complete high school
Advantage ( )294-87% Disadvantage ( ) 43-13%

22. What effect has the quarter system had on the amount of time you have to devote to extra-curricular activities?
Increase ( ) 85-26% Decrease ( ) 49-15% No Effect ( )193-59%

23. Do you feel there is sufficient time allotted to each course to cover the material that is required?
Yes ( )260-78% No ( ) 74-22%

24. In comparison with the (September to June) 9-month school year, do you think the Quarter Plan provides a better overall education for a student?

Provides a better education	150( )45%
About the same	138( )41%
Not as good an education as the 9-month year	21( ) 6%
Cannot say	28( ) 8%

25. How about your family vacation planning? Has the Quarter Plan resulted in any serious problems in arranging your vacations?
If "yes" in what way?

Yes 53( )16%
No 283( )84%

26. Do you favor the continuation of the Quarter System/Year-round School for Parry McCluer High School?

Yes 198( )80%
Why? _____

_____

No 49( )20%
Why? _____

_____

APPENDIX M-1

STUDENT SURVEY
Five year Follow-up
Year Round School-Quarter System
Parry McCluer High School
Buena Vista, Virginia
Spring, 1982

1. Grade: 9-12

2. Sex: Male 169( )
Female 168( )

3. How long have you lived in Buena Vista:
One year 9( )
Two years 8( )
Three years or more 317( )

4. One the whole, would you rate the public school in Buena Vista as
Excellent 20( ) 6%
Good 175( )52%
Fair 114( )34%
Poor 15( ) 4%
No opinion 14( ) 4%

5. What are the things that you especially like about the public schools in Buena Vista?
A. Good faculty
B. Best academic program in the area
C. Extra-curricular activities
D. A lot of courses to college preparation
E. Well-organized

6. What are things you don't expecially like about the schools?
A. Strict rules
B. Appearance of school
C. Lunch is too short
D. Limited curriculum
E. Sports factilities

7. Quality of teaching
Very satisfied 48( )14%
Somewhat satisfied 170( )41%
Neither satisfied nor dissatisfied 67( )20%
Somewhat dissatisfied 26( ) 8%
Very dissatisfied 18( ) 5%
Don't know 7( ) 2%
If dissatisfied, why?_____

8. Subjects taught (curriculum)

Very satisfied	72( )21%
Somewhat satisfied	187( )56%
Neither satisfied nor dissatisfied	58( )17%
Somewhat dissatisfied	18( ) 5%
Very dissatisfied	1( ) 1%

If dissatisfied, why?_____

9. School building condition, appearance

Very satisfied	9( ) 3%
Somewhat satisfied	80( )24%
Neither satisfied nor dissatisfied	63( )18%
Somewhat dissatisfied	101( )30%
Very dissatisfied	87( )25%
Don't know	0( )

If dissatisfied, why?_____

10. Size of classes (pupil-teacher ratio)

Very satisfied	106( )31%
Somewhat satisfied	176( )51%
Neither satisfied nor dissatisfied	33( )10%
Somewhat dissatisfied	11( ) 3%
Very dissatisfied	12( ) 4%
Don't know	5( ) 1%

If dissatisfied, why? _____

11. Behavior of students in school

Very satisfied	44( )13%
Somewhat satisfied	137( )40%
Neither satisfied nor dissatisfied	90( )26%
Somewhat dissatisfied	43( )12%
Very dissatisfied	31( ) 9%
Don't know	1( ) 0%

If dissatisfied, why? _____

12. Discipline policies in the school

Very satisfied	52( )16%
Somewhat satisfied	126( )38%
Neither satisfied nor dissatisfied	82( )25%
Somewhat dissatisfied	35( )10%
Very dissatisfied	32( )10%
Don't know	5( ) 1%

If dissatisfied, why?_____

13. Administration (management of the school)

Very satisfied	61( )18%
Somewhat satisfied	148( )44%
Neither satisfied nor dissatisfied	78( )23%
Somewhat dissatisfied	35( )10%
Very dissatisfied	9( ) 3%
Don't know	7( ) 2%

If dissatisfied, why?_____

14. Counseling and guidance

Very satisfied	133( )40%
Somewhat satisfied	126( )38%
Neither satisfied nor dissatisfied	38( )11%
Somewhat dissatisfied	26( ) 7%
Very dissatisfied	10( ) 3%
Don't know	3( ) 1%

If dissatisfied, why?_____

15. How well do you think the Quarter Plan has worked in your school?

Excellent	123( )36%
Good	152( )45%
Fair	43( )13%
Poor	10( ) 3%
No opinion	9( ) 3%

16. In your opinion, what are the advantages of the Quarter Plan, Year Round School?

Addition of new courses	60( )16%
More community/studnet involvement in the school program	44( )11%
Can offer a better educational program	76( )20%
Up-to-date instruction techniques by teachers	37( )10%
Better utilization of school buildings (all year)	21( ) 6%
There are no advantages	36( ) 9%
Undecided/can't say	107( )28%

Other_____

Specify _____

Please indicate whether you feel the following are advantages or disadvantages to you (Questions 17-21):

17. The decreased length of time between final grades

Advantage	221( )70%
Disadvantage	96( )30%

18. The opportunity to make up failed or missed courses in the summer program tuition-feee

Advantage	315( )94%
Disadvantage	20( ) 6%

19. The opportunity to take a quarter, two quarters or a full unit of work in the summer program

Advantage	320( )96%
Disadvantage	13( ) 4%

20. The opportunity to enter school four times during the year

Advantage	283( )87%
Disadvantage	44( )13%

21. The opportunity to shorten the time required to complete high school

Advantage	273( )82%
Disadvantage	60( )18%

22. What effect has the quarter had on the amount of time you have to devote to extra-curricular activities?

Increase	78( )23%
Decrease	45( )14%
No effect	211( )63%

23. Do you feel there is sufficient time allotted to each course to cover the material that is required?

Yes	240( )72%
No	93( )28%

24. In comparison with the (September to June) 9-month school year, do you think the Quarter Plan provides a better overall education for a student?

Provides a better education	112( )34%
About the same	153( )47%
Not as good an education as the 9-month year	18( ) 5%
Cannot say	45( )14%

25. How about your family vacation planning? Has the Quarter Plan resulted in any serious problems in arranging your vacations?

Yes	38( )12%
No	278( )88%

26. Do you favor the continuation of the Quarter System/Year Round School for Parry mcCluer High School?

Yes	263( )90%
No	29( )10%

APPENDIX M-2

STUDENT SURVEY
Five year Follow-up
Year Round School-Quarter System
Parry McCluer High School
Buena Vista, Virginia
Spring, 1982

1. Grade: 9-12 (Division)

2. Sex: Male 177( )46%
Female 207( )54%

3. How long have you lived in Buena Vista:
One year 9( ) 3%
Two years 7( ) 2%
Three years or more 329( )95%

4. One the whole, would you rate the public school in Buena Vista as
Excellent 56( )14%
Good 218( )57%
Fair 87( )23%
Poor 11( ) 3%
No opinion 11( ) 3%

5. What are the things that you especially like about the public schools in Buena Vista?
A. Quarter system
B. Good academic program
C. Good faculty
D. Close pupil teacher relationships
E. Easy to get involved in a small school

6. What are things you don't expecially like about the schools?
A. School official calling home when pupil absent
B. Lack of proper heat regulation
C. Support for fine arts program
D. Having to remain on school premises during lunch period

7. Quality of teaching
Very satisfied 91( )26%
Somewhat satisfied 177( )51%
Neither satisfied nor dissatisfied 56( )16%
Somewhat dissatisfied 6( ) 2%
Very dissatisfied 10( ) 3%
Don't know 9( ) 2%
If dissatisfied, why?_____

8. Subjects taught (curriculum)

Very satisfied	117( )33%
Somewhat satisfied	183( )51%
Neither satisfied nor dissatisfied	45( )13%
Somewhat dissatisfied	10( ) 3%
Very dissatisfied	1( ) 0%
Don't know	0( ) 0%

If dissatisfied, why?_____

9. School building condition, appearance

Very satisfied	14( ) 4%
Somewhat satisfied	64( )18%
Neither satisfied nor dissatisfied	90( )25%
Somewhat dissatisfied	116( )32%
Very dissatisfied	71( )20%
Don't know	2( ) 1%

If dissatisfied, why?_____

10. Size of classes (pupil-teacher ratio)

Very satisfied	140( )39%
Somewhat satisfied	144( )41%
Neither satisfied nor dissatisfied	48( )14%
Somewhat dissatisfied	8( ) 2%
Very dissatisfied	12( ) 3%
Don't know	3( ) 1%

If dissatisfied, why? _____

11. Behavior of students in school

Very satisfied	52( )15%
Somewhat satisfied	144( )40%
Neither satisfied nor dissatisfied	94( )26%
Somewhat dissatisfied	34( )10%
Very dissatisfied	27( ) 8%
Don't know	5( ) 1%

If dissatisfied, why? _____

12. Discipline policies in the school

Very satisfied	84( )23%
Somewhat satisfied	113( )32%
Neither satisfied nor dissatisfied	80( )22%
Somewhat dissatisfied	38( )11%
Very dissatisfied	37( )10%
Don't know	6( ) 2%

If dissatisfied, why?_____

13. Administration (management of the school)

Very satisfied	83( )24%
Somewhat satisfied	144( )41%
Neither satisfied nor dissatisfied	72( )20%
Somewhat dissatisfied	28( ) 8%
Very dissatisfied	17( ) 5%
Don't know	9( ) 2%

If dissatisfied, why?_____

14. Counseling and guidance

Very satisfied	126( )35%
Somewhat satisfied	143( )40%
Neither satisfied nor dissatisfied	47( )13%
Somewhat dissatisfied	21( ) 6%
Very dissatisfied	15( ) 4%
Don't know	5( ) 2%

If dissatisfied, why?_____

15. How well do you think the Quarter Plan has worked in your school?

Excellent	183( )52%
Good	123( )35%
Fair	33( ) 9%
Poor	5( ) 1%
No opinion	9( ) 3%

16. In your opinion, what are the advantages of the Quarter Plan, Year Round School?

Addition of new courses	106( )22%
More community/studnet involvement in the school program	73( )15%
Can offer a better educational program	114( )24%
Up-to-date instruction techniques by teachers	49( )10%
Better utilization of school buildings (all year)	37( ) 8%
There are no advantages	37( ) 8%
Undecided/can't say	51( ) 2%

Other_____

Specify _____

Please indicate whether you feel the following are advantages or disadvantages to you (Questions 17-21):

17. The decreased length of time between final grades

Advantage	262( )82%
Disadvantage	56( )18%

18. The opportunity to make up failed or missed courses in the summer program tuition-feee

Advantage	344( )97%
Disadvantage	5( ) 3%

19. The opportunity to take a quarter, two quarters or a full unit of work in the summer program

Advantage	349( )98%
Disadvantage	4( ) 2%

20. The opportunity to enter school four times during the year

Advantage	308( )88%
Disadvantage	44( )12%

21. The opportunity to shorten the time required to complete high school

Advantage	325( )91%
Disadvantage	31( ) 9%

22. What effect has the quarter had on the amount of time you have to devote to extra-curricular activities?

Increase	256( )73%
Decrease	94( )27%

23. Do you feel there is sufficient time allotted to each course to cover the material that is required?

Yes	297( )86%
No	47( )14%

24. In comparison with the (September to June) 9-month school year, do you think the Quarter Plan provides a better overall education for a student?

Provides a better education	157( )46%
About the same	138( )40%
Not as good an education as the 9-month year	19( ) 5%
Cannot say	31( ) 9%

25. How about your family vacation planning? Has the Quarter Plan resulted in any serious problems in arranging your vacations?

Yes	67( )19%
No	282( )81%

26. Do you favor the continuation of the Quarter System/Year Round School for Parry mcCluer High School?

Yes	302( )88%
No	41( )12%

APPENDIX N

Parry McCluer High School
2329 Chestnut Avenue, Buena Vista
Phone - 261-2127

A STATE SPONSORED YEAR-ROUND SCHOOL PROGRAM

SUBJECT	1976 Summer Session for Rockbridge Co., Lexington & Buena Vista
WHERE	Parry McCluer High School
LENGTH OF SESSION	June 9 - August 6 School will be closed July 3 - July 11 (vacation period)
HOURS	8:30 A.M. - 12:15 P.M. Daily
PLACE AND TIME OF REGISTRATION	Students - In your school guidance office or June 8 (Tuesday) at Parry McCluer High School
COURSES OFFERED	See reverse side
PERSONS ELIGIBLE	Students & adults from Rockbridge Co., Lexington, & Buena Vista School Districts. Students admitted with approval of their high school principal.
COURSE CREDIT	Credit will be awarded as recommended by the Virginia State Board of Education. (1) Courses which students are studying for the first time will require 150 clock hours of classroom instruction per unit of credit. One new credit shall be the maximum for which a student may enroll except the high school senior who lacks two units in meeting graduation requirements may be allowed to enroll in two new subjects with approval of his principal. (2) Students will be allowed to enroll in two repeat subjects with the approval of their principal.
TUITION FEE	$45.00 per unit credit for students $70.00 per unit credit for adults $90.00 per two units of credit for students $45.00 for non-residents and adults of Buena Vista for the behind-the-wheel part of Drivers Education $15.00 for non-residents and adults of Buena Vista for the classroom part of Drivers Education _____ Buena Vista students at public expense
VACATIONS	Students should not enroll in summer school if they plan to take a vacation other than the one listed above. Any student absent more than three days per quarter will automatically fail for that quarter. Cases of illness (Dr. excuse) will be handled by the administration. Other extenuating circumstances will be handled by the administration.
TRANSPORTATION	Buena Vista Students at public expense

COURSES OFFERED

Summer 1976

Algebra I
Algebra II/Trigonometry
Art
Biology
Bookkeeping
Calculus
Chemistry
Communications (Industrial Arts)
Consumer & Homemaking Education
Creative Writing
Drivers Education-Classroom (Repeat only for PMHS students)
English 8, 9, 10, 11, 12
French I, II, III
General Business
General Mathematics 8, 9, 10
Geometry
German I, II
Physical Education-Advanced 11 & 12
Science 8, 9
Spanish I, II
Sociology
Typing
Virginia & United States History
Virginia & United States Government
World Cultures
World Geography
World History

* Courses and areas listed must have an average of 15 students enrolled before they will be taught.

* Other courses for which there is sufficient interest and enrollment will be taught.

APPENDIX O

REGISTRATION
AREA SUMMER SCHOOL

Name of Student _____
(First) (Middle) (Last)

Name of Parent or Guardian _____

Address _____ Phone # _____

Your High School _____

Grade level for 1975-76 7 8 9 10 11 12

Subjects _____ New ( ) Repeat ( )

_____ New ( ) Repeat ( )

_____ New ( ) Repeat ( )

Do you need this class to be promoted to next grade? ( ) Yes ( ) No

Do you ride the bus occasionally? ( ) Yes ( ) No

Do you expect to ride the bus daily? ( ) Yes ( ) No

If your child finishes class at the end of two hours you expect him to ( ) come home, ( ) leave school, ( ) remain in class for the second two hours, ( ) or be assigned to the library for study.

In case of an emergency the school has my permission to contact Dr. _____, Phone # _____

When I or my physician cannot be reached, the school has my permission to take my child to the hospital emergency room at my expense. ( ) Yes ( ) No

Father works at _____ Phone # _____

Mother works at _____ Phone # _____

When parents can't be reached contact _____ Phone # _____

List any serious injuries or any medical information that teachers should know.

I understand the absentee policy and will expect my child to adhere to it.

Parent's Signature _____

APPENDIX P

BUENA VISTA CITY PUBLIC SCHOOLS
BUENA VISTA, VIRGINIA

APPLICATION FOR SUMMER SCHOOL POSITION

RETURN TO PRINCIPAL
Parry McCluer High School
Buena Vista, Virginia 24416

Telephone: 703-261-2128

NAME (Mr. Mrs. Miss) _____
(last) (first) (middle)

PRESENT ADDRESS _____

TELEPHONE _____

SOCIAL SECURITY NUMBER _____

PRESENT POSITION _____

SCHOOL _____ LOCATION _____

SCHOOL DIVISION _____

POSITION APPLIED FOR _____
(Indicate high school subjects in order of preference. Do not list grades or subjects in which you are not or cannot be certified in Virginia.)

PERSONAL INFORMATION-Date of Birth _____

Place of Birth _____

Name of Wife/Husband _____

EDUCATION-College(s) Attended _____

_____
(place) (date)

_____

_____
(place) (date)

_____

_____
(place) (date)

Degrees (indicate college and year graduated) _____

_____

Teaching Certificate (indicate type and grades or subjects) _____

_____

_____

Date of Expiration _____

College Major _____

Approximate number Hours _____

TEACHING EXPERIENCE (Schools and Dates) _____

_____

_____

_____

OTHER EMPLOYMENT
AND DATES _____

_____

_____

REFERENCES (Name, Addresses, Telephone Numbers)

_____

_____

_____

_____

DATE: _____

SIGNATURE: _____

AREA SUMMER SCHOOL PROGRAM

SUBJECT: 1986 Summer Session for Rockbridge County, Lexington and Buena Vista

WHERE: Parry McCluer High School, Buena Vista, Virginia

LENGTH OF SESSION: June 18-August 15 (1st quarter 6/18-7/11; 2nd quarter 7/14-7/29; 3rd quarter 7/30-8/15)

June 30 - July 4 School will be closed for vacation period

HOURS: 1st Day: 9:45 a.m. - 12:15 p.m.
Regular Schedule: 8:15 a.m. - 12:15 p.m.

PLACE AND TIME OF REGISTRATION: In your school guidance office or June 5-11 at Parry McCluer High School Guidance Office

COURSES OFFERED: (Proposed courses offered for the summer of 1986)

Algebra I
Algebra II/Trigonometry
Art
Biology
Bookkeeping
Chemistry
Communications (Industrial Arts)
Consumer and Homemaking Education
Creative Writing
Drivers Education - Classroom
(repeat only for PMHS students)
English 9, 10, 11, 12
Eighth gade high school classes
by demand
General Business
General Mathematics 9, 10
Geometry
German I, II
Keyboarding (1st quarter only)
Physical Education, 9, 10, Advanced
Physics
Science 9
Spanish I, II
Sociology
Typing
Virginia and U.S. History
Virginia and U.S.Government
World Cultures
World Geography
World History

*Computer Use in Mathematics

Courses and areas listed must have an average of fifteen students enrolled before they will be taught; other courses for which there is sufficient interest and enrollment will be taught.

PERSONS ELIGIBLE: Students and adults from Rockbridge County, Lexington and Buena Vista, School Districts

Students admitted with approval of their high school principal.

VACATIONS AND ABSENTEE POLICY: Students should not enroll in summer school if they plan to take a vacation other than the one listed above. Any student absent more than three days per quarter will not receive credit for that quarter. Cases of illness (Dr. excuse) will be handled by the administration. Other extenuating circumstances will be handled by the administration.

COURSE CREDIT: Credit will be awarded as recommended by the Virginia State Board of Education.

(1) Courses which students are studying for the first time will require 150 clock hours of classroom instruction per unit of credit. One new credit shall be the maximum for which a student may enroll except the high school senior who lacks two units in meeting graduation requirements may be allowed to enroll in two new subjects with the approval of their principal.

(2) Students will be allowed to enroll in two repeat subjects with the approval of their principal.

**TUITION FEE: $ 60.00 - per one unit credit for students
100.00 - per two unit credits for students
100.00 - per one unit credit for adults
5.00 - for textbook-instructional fee for BV students

**Above costs are subject to the Buena Vista School Board change/approval.

TRANSPORTATION: Buena Vista students at public expense.

*Recomended Course or Mini-Course for Summer School:

Use of the Computer in Mathematics

This course will introduce BASIC computer language to students who have had little or no experience in BASIC with emphasis on mathematics through problem-solving and programming. The major objective is that the student will use the computer with topics already learned in regular courses. The course will be developed with a certain amount of flexibility of use depending upon the status of students enrolled since there is no prerequisite.

Copy to E. S.L 30 Members

National Council on Year-Round Education
6401 LINDA VISTA ROAD, SAN DIEGO, CA 92111-7399

DR. CHARLES E. BALLINGER
Executive Secretary
(619) 292-3679

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[illegible]ville, Illinois

May 19, 1987

Dr. James C. Bradford
Division Superintendent
Buena Vista City Public Schools
P.O. Box 110
Buena Vista CA 24416

Dear Dr. Bradford:

My wife Venita and I both wish to express our appreciation for our wonderful day in your community last month. We enjoyed learning about Buena Vista and meeting some of the fine people in the community.

I think the year-round program at Parry McCluer High is a prototype of what schools of tomorrow will be offering more frequently.

Please convey to Mr. Leadbetter our thanks for his help and tell him that we enjoyed the visit to the George C. Marshall Memorial.

Sincerely,

Charles Ballinger
Executive Secretary

CB:LS

COMMONWEALTH of VIRGINIA

DEPARTMENT OF EDUCATION
RICHMOND, 23216

April 4, 1983

TO: Dr. Joseph P. Roberts

FROM: Carl L. Riehm

SUBJECT: Buena Vista's Four-Quarter Program

Thank you for sharing information concerning the Buena Vista project. The Superintendent has done an outstanding job in developing the program and in securing community support. Please extend my congratulations to Jim Bradford, his school board and staff.

cp

VERA

VIRGINIA EDUCATIONAL RESEARCH ASSOCIATION

May 3, 1983

Dr. James C. Bradford, Jr.
Superintendent
Buena Vista City Public Schools
PO Box 1050
Buena Vista, VA 24416

Dear Dr. Bradford:

The Virginia Educational Research Association takes pleasure in presenting this LETTER OF RECOGNITION FOR COMMENDABLE RESEARCH IN EDUCATION.

Your study, "Five-Year Follow-up Study of the Development and Implementation of a Quarter Plan to Provide Year-Round Schools in Grades 9-12 in the City of Buena Vista," represents a significant contribution to research in your field. Your entry enhanced considerably the quality of this year's Research Awards Competition.

The members of the Executive Committee of VERA wish to thank you for your participation in the competition and look forward to your continued fine efforts in educational research. We sincerely hope that you will continue to support VERA by sharing reports of your research in future competitions.

Sincerely yours,

Terry M. Wildman

Terry M. Wildman, President
Virginia Educational Research Association

/laz

VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY

Division of Curriculum and Instruction

September 19, 1986

Dr. James C. Bradford, Jr.
Buena Vista City Public Sch.
P O Box 110
Buena Vista, VA 24416

Dear Dr. Bradford:

It is our pleasure to congratulate you on behalf of the College of Education of Virginia Tech for the selection of An Extended School-Year as a recipient of the 1986 Excellence in Education Award.

As a recipient of the 1986 Excellence in Education Award, you, or your representative, are expected to attend the 1986 award program on October 23-24 to receive your award and to present your program to interested educators. Virginia Tech will provide one (1) complimentary registration for each program honored.

Please complete and return the enclosed form indicating the name of your presenter and the representative to receive the award. Please note any special needs you might have to conduct your presentation and the names of the newspapers you wish to receive the formal press release announcing this award. Note that Governor Baliles will speak at Education Recognition Day on Saturday, October 25. We will reserve one or two tickets for you to attend the UVA-Tech football game that afternoon if you return the enclosed order form with a check for the 15.00 per ticket cost by October 6, 1986.

Congratulations and thank you for your participation and support.

Sincerely,

Thomas G. Teates

Thomas G. Teates, Chair
Excellence in Education
Day 1986

bq

Enclosure

United States of America

Congressional Record

PROCEEDINGS AND DEBATES OF THE 100th CONGRESS, SECOND SESSION

Vol. 134 WASHINGTON, TUESDAY, AUGUST 2, 1988 No. 113

Senate

STATEMENTS ON INTRODUCED BILLS AND JOINT RESOLUTIONS

By Mr. TRIBLE:

S. 2677. A bill to establish a program of Federal grants to assist local educational agencies to establish and provide for a school year of not less than 218 days; to the Committee on Labor and Human Resources.

VOLUNTARY EXTENDED SCHOOL YEAR INCENTIVE PROGRAM

Mr. TRIBLE. Mr. President, George Washington, in his first message to Congress said, "knowledge is to every country the surest basis of public happiness." Those words were never truer than when we look toward the 21st century. Our Nation's strength and prosperity, our ability to lead, depend on educational excellence.

In spite of the reforms occasioned by the findings of the National Commission on Excellence in Education, America is still a nation at risk.

About 30 percent of our elementary and secondary students drop out of school, about 20 percent of our population is functionally illiterate, our students rank far below many other countries—particularly in math and science achievement, and they display an appalling lack of knowledge about this country and the world around us.

America must do better. Our young people must be encouraged not only to work harder, but also to work longer; 180 days a year is not long enough when Japanese kids go to school for 243 days a year and out perform our children.

Almost all of our economic competitors have long school years. European students spend up to 230 days a year in class. German and British schools start in early September and go to school through mid-July. In South Korea the school year lasts 220 days, in Taiwan 240 days and in Japan 243 days.

These comparisons suggest that American schools should be encouraged to establish year round programs. That is why today I am introducing legislation to establish an extended school year incentive assistance program; $10 million would be made available annually for grants to local school systems that choose to try out longer school years.

No school system would be compelled to offer a longer school year and participation in the incentive program would be fully voluntary. The bill also requires a fair distribution of assistance among local school systems in urban, rural, and suburban areas. Finally, this legislation would use funds already available under the Hawkins-Strafford Elementary and Secondary School Improvement Amendments of 1988.

Mr. President, the 9 month school program was a product of an agrarian society that exists no more in the United States. Children today should be given the opportunity to go to school during the summer months if they choose to do so. Millions of young Americans will take courses for promotion, remediation, enrichment, and acceleration. They will be better off and so will the Nation; 425 schools in our Nation already offer an extended school year and another 52 schools are converting their school calendars this summer. One of the longest running and most successful extended school year programs is in Buena Vista, VA.

For 14 years Parry McCluer High School has offered a voluntary extended school year in this industrial town of 7,000 people. Over half of the students attend the summer sessions, school drop-out rates have declined and test scores have increased. All students now collectively score above 98 percent on State competency tests.

Additional time in the classroom yields results. Also, in traditional school programs many students, especially poor students, lose much that they have learned over the summer. In the fall, it often takes teachers months to get these students back to where they were in May.

Morever, school districts should be encouraged to make more efficient use of their facilities. Americans have a current investment in school buildings in excess of $250 billion. Today these facilities remain idle about 25 percent of the time. It makes sense for us to make greater use of these facilities to help our Nation meet the needs of illiteracy, school drop-outs, manpower training, high technology, children at risk and enrichment.

Mr. President, our Nation must have an educational system second to none. This legislation will provide an incentive to encourage longer school years as one step toward educational excellence in our land.

Mr. President, I ask unanimous consent to print in the RECORD the text of the bill and a table that compares the length of the school year in America with those nations with which we must compete in the days ahead.

There being no objection, the bill was ordered to be printed in the RECORD, as follows:

S. 2677

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. EXTENDED SCHOOL YEAR PROGRAM.

(a) ESTABLISHMENT.—The Secretary shall establish a program of grants to local educational agencies to assist such agencies to establish and provide for a school year of not less than 218 days in accordance with the provisions of this section.

(b) REQUIREMENTS.—A local educational agency which receives financial assistance under this section shall provide for a school year of not less than 218 days.

(c) APPLICATIONS.—Any local educational agency which desires to receive a grant from the Secretary under this section shall submit an application to the Secretary in such form and at such times as the Secretary may require. In considering applications submitted under this section, the Secretary shall ensure an equitable distribution of assistance among local educational agencies in urban, rural, and suburban areas.

(d) AVAILABILITY OF FUNDS.—In order to carry out the provisions of this Act, the Secretary shall, prior to carrying out the provision of section 1511(a)(2) of the Elementary and Secondary Education Act of 1965, reserve $10,000,000 from the amount appropriated for fiscal year 1989 and for each succeeding fiscal year ending prior to October 1, 1993, to carry out chapter 2 of the Elementary and Secondary Education Act of 1965.

SEC. 2. DEFINITIONS.

For purposes of this Act:

(1) The term "local educational agency" means a public board of education or other public authority legally constituted within a State for either administrative control or direction of, or to perform a service function for, public elementary or secondary schools in a city, county, township, school district, or other political subdivision of a State, or such combination of school districts or counties as are recognized in a State as an administrative agency for its public elementary or secondary schools. Such term includes any other public institution or agency having administrative control and direction of a public elementary or secondary school.

(2) The term "Secretary" means the United States Secretary of Education.

SEC. 3. EFFECTIVE DATE.

This Act shall take effect October 1, 1988.

Length of School Year

Country:	Days per school year
United States	180
Mexico	180
Sweden	180
France	185
Canada (Ontario)	188
Finland	190
New Zealand	190
Nigeria	190
Hungary	192
England/Wales	192
China	192
Canada (British Columbia)	195
Hong Kong	195
Netherlands	200
Scotland	200
Thailand	200
Israel	216
Luxembourg	216
South Korea	220
Taiwan	240
Japan	243

Source: McKnight et al, "The Underachieving Curriculum," 1987, and the Congress, and Research Service of the Library of Congress.

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